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ABSTRACT

The exploration phase of career education in the middle school years places equal emphasis on exploration of specific occupational clusters and on the relevancy of academic subject matter to career goals. Intended for use as a resource for junior high school teachers in intorudcing the exploration phase of career education, the guide is organized in such a manner that the teacher may choose the portions that are best suited to the classroom situation. It may serve as an introduction to each or all of the 10 cluster guides: Agribusiness and Natural Resources, Business and Office, Communication and Media, Construction, Consumer and Homemaking, Fine Arts and Humanities, Health, Manufacturing, and Distribution. It also functions as an instrument to integrate appropriate sections into subjects of the existing curriculum such as general business, social studies, and language arts. It includes five sections: (1) Introduction to the World of Work, (2) Trends and Outlooks, (3) Preparing for the World of Work, (4) Entering the World of Work, and (5) Succeeding in the World of Work. Each section is organized into units, specifying unit purpose and performance objective, suggesting content, teaching-learning activities, evaluation, resources, and supportive materials. These materials include transparency masters, charts, sample forms, games, self-evaluation checklists, reference lists, and testing materials. (MW)

ED 098 425

ORIENTATION TO THE WORLD OF WORK: A GUIDE FOR TEACHERS

Prepared by

Curriculum Specialists

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July 1974

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PREFACE

Career education may be described as a program of systematic educational experiences which prepares students for economic independence and personal fulfillment. Such a program should focus on the development of knowledge, general and specific abilities, and the awareness of the values of a work-oriented society; assisting all individuals--at all educational levels and ages--to interact with the economic sector.

Career education includes vocational training, but it is more than this. It aims toward developing the total individual; i.e. an individual able to perform all of his life roles with the skill, knowledge, and understanding necessary for success in all of these roles. It aims at developing the self-motivating and self-fulfilled individual who is a constructive force in the maintenance and improvement of the social body of which he is a part.

To meet the needs of individuals of all educational levels and ages, five phases of career education need to be implemented: awareness, orientation, exploration, preparation, and adult and continuing education.

Career awareness, emphasized early in the career development program, is to lead the individual in developing certain fundamental attitudes toward himself, toward other people, and toward work. Career orientation and exploration--emphasized in the middle school years--provides appropriate educational experiences which enable the individual to become familiar with the economic system and which allow the individual to explore various occupational clusters, to obtain initial work experience, and to integrate work values into his personal value system. The career exploration phase

places equal emphasis on exploration of specific occupational clusters and on the relevancy of academic subject matter to career goals. During the preparation phase, which may begin at grade ten or later, the individual narrows his choices of careers and prepares to enter the labor market or to continue his education. The purposes of adult and continuing education are to assist in the individual's advancement and to aid adults in discovering, analyzing, and preparing for new careers.

Accepting the philosophy underlying career education probably means change for the educator and the educational system; it certainly means additional planning and organizing. Adopting this new concept could mean adding totally new programs, changing present programs, training new personnel, and/or developing new courses of study.

To say that education must change is one thing; implementing that change is something else. This guide, "Orientation to the World of Work," is an introduction to all the cluster guides and can be used as a resource for teachers in introducing the exploration phase of career education in the middle/junior high school.

The following are suggestions for implementing this guide:

(1) It can be used as one of the eleven guides as resource material for a series of mini-courses or activity courses, each dealing with a separate occupational area or cluster.

(2) It can be used as a resource to integrate career exploration activities into the existing curriculum.

In either option, this career exploration cluster guide can provide a valuable resource for student exploration of the Orientation to the World of Work cluster.

INTRODUCTION

Every citizen who hopes to play a productive role in our society will benefit by an understanding of the World of Work--its purpose, organization, future trends and personal requirements for preparing, entering, and succeeding. This guide has been designed to provide experiences which will lead students to an understanding of each of these facets of the World of Work.

The guide is organized in such a manner that the teacher may choose the portions that are best suited to the classroom situation. It includes five sections: Introduction to the World of Work, Trends and Outlooks, Preparing for the World of Work, Entering the World of Work, and Succeeding in the World of Work. Each section consists of one or more units. The teacher may present the material by sections, by units, or as a whole.

This guide has been designed for the exploratory phase of career education in grades 7, 8, and 9. It may serve as an introduction to each or all of the cluster guides: Agribusiness and Natural Resources; Business and Office; Communication and Media; Construction; Consumer and Homemaking; Fine Arts and Humanities; Health; Manufacturing; Marketing and Distribution. It may also serve as an instrument to integrate appropriate sections into subjects of the existing curriculum such as general business, social studies, and language arts.

The result of the study of this guide should be a basic understanding of the World of Work and how each individual can fit into the World of Work. From here the student may explore various clusters to determine which job families may be of further interest to him.

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SECTION I

INTRODUCTION TO THE WORLD OF WORK

UNIT ONE: WHY PEOPLE WORK

by

Merle Insko

UNIT TWO: ORGANIZATION OF THE WORLD OF WORK

by

Martha Keeton
Pat Schrader
John Thomas

WHY PEOPLE WORK

UNIT PURPOSE: To provide students with an opportunity to analyze the reasons why people engage in work activities

PERFORMANCE OBJECTIVE: The student will be able to give examples of the three basic reasons why people work.

I. The student will be able to give examples of the three basic reasons why people work.

A. Suggested Content

1. People work to provide for basic physical needs.

a. Food
b. Clothing
c. Shelter

2. People work to provide for "wants" beyond their basic physical needs.

a. Higher standard of living

(1) Better homes and clothing
(2) Labor-saving devices
(3) Cars

b. Recreational and cultural activities

(1) Hobbies
(2) Sports
(3) Televisions, stereos

3. People work to provide intangible needs and wants.

a. Feeling of self-respect
b. Accomplishment of goals
c. Feeling of independence
d. Expression of creativity
e. Sense of usefulness
f. Association with other people
g. Sense of personal contribution to others

B. Suggested Teaching-Learning Activities

1. Play a word association game with the students. List across the board the following words.

a. Work
b. Job
c. Money
d. Creativity
e. Responsibility
f. Service
g. Accomplishment

Have the students give their immediate reactions to these words. List them on the board. Note with the students the negative reactions to words like "work" and "job" and the positive reactions to words like "money" and "creativity." Lead the students to

examine why they may have negative feelings about work. (They may have jobs or chores at home which they don't like to do, for which they are not compensated, or which they don't feel are important.)

2. Invite one or two people into the classroom to give the students an example of people who have interesting and personally rewarding jobs. Ask the visitors to tell the students what it is about their job that makes it interesting and how they happen to choose the job.

3. Have the students share with the class jobs (household chores, part-time jobs, etc.) they have done which they have not enjoyed and would not want to do again. Have them share jobs they have enjoyed doing. Ask them to analyze why they did or did not like to do them.

4. Ask the students to share with the class examples of people they know of who have chosen lesser paying occupations because of their desire to be creative, to serve others, or because they prefer rural to city life, etc. Mention people like Dr. Albert Switzer who could have had a well equipped modern hospital but chose to serve in the jungles of Africa. (There are many articles in current periodicals about craftsmen--many college trained--who choose to live simple lives with few gadgets and luxuries in order to do what they enjoy.) Point out that success in a career is not fame or money, but finding a vocation which satisfies one's values.

5. Have the students make a college bulletin board of people working in various kinds of jobs. (Use magazines, newspaper cutouts, etc.) Discuss which jobs may or may not be rewarding to the workers. Point out that while many people work in uncreative, unexciting jobs they may be satisfied in knowing that their need for a regular income is being filled and that their families are provided for. Discuss different values and needs, e.g., security, creativity, recognition, etc.

6. Have the students read papers and magazines daily during the study of careers; encourage them to share articles or pictures of interest which have to do with work trends in America, problems of unemployment, new career fields, etc.

7. Have each student choose at least two occupations he thinks may be of interest to him. Using transparency master "Reasons Why People Work," p. 11 have him write down which of these reasons each occupation would fulfill and to what degree; e.g. potter, high in creativity, not as high in income potential.

C. Suggested Evaluation

Give the students a handout of the three basic reasons why people work and have them fill in examples of each of the three reasons.

D. Suggested Resources

1. Resource person

   a. Craftsmen
   b. Social workers
   c. Other individuals who obviously enjoy their work

2. Magazines, newspapers

3. Transparency Master

   a. "Reasons Why People Work," p. 11

SUPPORTIVE MATERIALS

FOR

SECTION I

UNIT ONE

WHY PEOPLE WORK

REASONS WHY PEOPLE WORK

A. To provide for basic physical needs:

1. Food
2. Clothing
3. Shelter

B. To provide for "wants" beyond physical needs:

1. Higher standard of living
2. Recreational and cultural activities

C. To provide for intangible needs and wants:

1. Feeling of self-respect
2. Accomplishment of goals
3. Sense of independence
4. Expression of creativity
5. Sense of usefulness
6. Association with other people
7. Sense of personal contribution to others
8. Others

ORGANIZATION OF THE

WORLD OF WORK

UNIT PURPOSE: To introduce the students to the cluster concept of the world of work

PERFORMANCE OBJECTIVE: The student will be able to match each of the fifteen clusters with its function in the world of work.

I. The student will be able to match the fifteen occupational clusters with its function in the world of work.

A. Suggested Content

1. Fifteen occupational clusters as defined by the U.S. Office of Health, Education and Welfare

a. Agribusiness
b. Business and Office
c. Communication and Media
d. Construction
e. Consumer Homemaking and Related Occupations
f. Fine Arts and Humanities
g. Health Occupations
h. Hospitality and Recreation
i. Natural Resources and Environment
j. Manufacturing
k. Marine Science Occupations
l. Marketing and Distribution
m. Personal Services
n. Public Service
o. Transportation

2. Functions of each cluster

a. Agribusiness--concerned with all areas related to the production, buying and selling of agricultural products.

b. Business and Office--concerned with administering business policies and handling the paper work and information involved in running a business.

c. Communication and Media--concerned with the exchange of messages and ideas and the media through which these are exchanged such as radio, television, mail services, and newspapers.

d. Construction--concerned with erecting and maintaining structures such as homes, buildings, roads, bridges, etc.

e. Consumer Homemaking and Related Occupations--concerned with skills in food and clothing, child care, interior decorating, and management of resources.

f. Fine Arts and Humanities--concerned primarily with the appreciation and understanding of mankind's ability to express and communicate thoughts and feelings. This field is composed of musical arts, visual art, and literature.

g. Health Occupations--concerned with all aspects of preventing and conquering physical and mental disease and increasing man's lifespan.

h. Hospitality and Recreation--concerned with providing food, lodging, recreational facilities and activities for business and leisure such as motels, restaurants, camping areas, and parks.

i. Natural Resources and Environment--concerned with the planning, protection, and control of our natural resources and environment including such areas as pollution control, flood and erosion control, reforestation, and preservation of animal life.

j. Manufacturing--concerned with the mass production and processing of raw materials into consumer products such as machinery, apparel, chemicals and food.

k. Marine Science--concerned with the use of the ocean for shipping, commercial fishing, passinger service, and research and usage of water resources.

l. Marketing and Distribution--concerned with the processes involved in transferring goods from the producer to the consumer through wholesaling and retailing channels.

m. Personal Services--concerned with the services provided on an individual need and demand basis paid for directly by the individual consumer. These include barbers, beauticians, morticians, dry cleaning establishments, etc.

n. Public Service Occupations--concerned with services deemed a necessity by the public who pays for them by taxation. Government provides these public services such as law enforcement, fire protection, and sanitation.

o. Transportation--concerned with the movement of people and things for commercial, governmental, and private purposes.

B. Suggested Teaching-Learning Activities

1. Showing transparency masters "The World of Work," p. 24, introduce the concept of occupational clusters (or job families) to the students. Point out that this particular breakdown is devised by the U.S. Department of Health, Education and Welfare. Point out that other systems of dividing the world of work are possible; this is merely one convenient and encompassing concept of the whole of the "world of work."

2. Distribute as handouts "Clusters and Their Functions," pp. 22-23. Have each student choose two clusters to research and determine several specific activities that are carried out in each cluster.

3. Have copies of "Clusters and Job Titles," pp. 25-40 available for the students to examine in preparation for selecting pictures in Activity 4.

4. Have the students create an occupational cluster center. (A table in the corner of the classroom or a large bulletin board may serve for exhibition purposes.) Have the class letter a card for each of the fifteen clusters and surround each card with snapshots or pictures from magazines and newspapers which show activities related to the cluster.

5. Have students obtain or draw a map of the community to hang on the wall or bulletin board. Have them "flag" all of the locations they can find which represent cluster areas; for instance, the hospital represents health occupations, etc.

6. Divide the class into two teams. Have one team name tools, equipment, or media of various clusters. Have the second team identify the cluster that uses the material that has been named. Reverse the procedure. (Use this game to point out that the clusters overlap.) The team that identified the most correct clusters wins.

C. Suggested Evaluation

Prepare a list of the clusters and a list of the functions. Have each student match each cluster with its function. Base the evaluation on the number correct.

D. Suggested Resources

1. Books

   a. Dictionary of Occupational Titles

   b. Occupational Outlook Handbook

2. Diagrams

   a. "Clusters and Job Titles, " pp. 25-40

3. Transparency Masters

   a. "The World of Work," p. 24

   b. "Clusters and Their Functions," pp. 22-23

SUPPORTIVE MATERIALS

FOR

SECTION I

UNIT TWO

ORGANIZATION OF THE
WORLD OF WORK

REFERENCE LIST FOR

ORGANIZATION OF THE
WORLD OF WORK

1. Dictionary of Occupational Titles, United States Department of Labor, Government Printing Office

2. Occupational Outlook Handbook, United States Department of Labor, Government Printing Office

Addresses of publishers and distributors can be found in the Appendix.

CLUSTERS AND THEIR FUNCTIONS

A. Agribusiness--concerned with all areas related to the production, buying and selling of agricultural products.

B. Business and Office--concerned with administering business policies and handling the paper work and information involved in running a business.

C. Communication and Media--concerned with the exchange of messages and ideas and the media through which these are exchanged such as radio, television, mail services, and newspapers.

D. Construction--concerned with erecting and maintaining structures such as homes, buildings, roads, bridges, etc.

E. Consumer Homemaking and Related Occupations--concerned with skills in food and clothing, child care, interior decorating and management of resources.

F. Fine Arts and Humanities--concerned primarily with the appreciation and understanding of mankind's ability to express and communicate thoughts and feelings. This field is composed of musical arts, visual art, and literature.

G. Health Occupations--concerned with all aspects of preventing and conquering physical and mental disease and increasing man's lifespan.

H. Hospitality and Recreation--concerned with providing food, lodging, recreational facilities and activities for business and leisure such as motels, restaurants, camping areas, and parks.

I. Natural Resources and Environment--concerned with the planning, protection, and control of our natural resources and environment including such areas as pollution control, flood and erosion control, reforestation, and preservation of animal life.

J. Manufacturing--concerned with the mass production and processing of raw materials into consumer products such as machinery, apparel, chemicals and food.

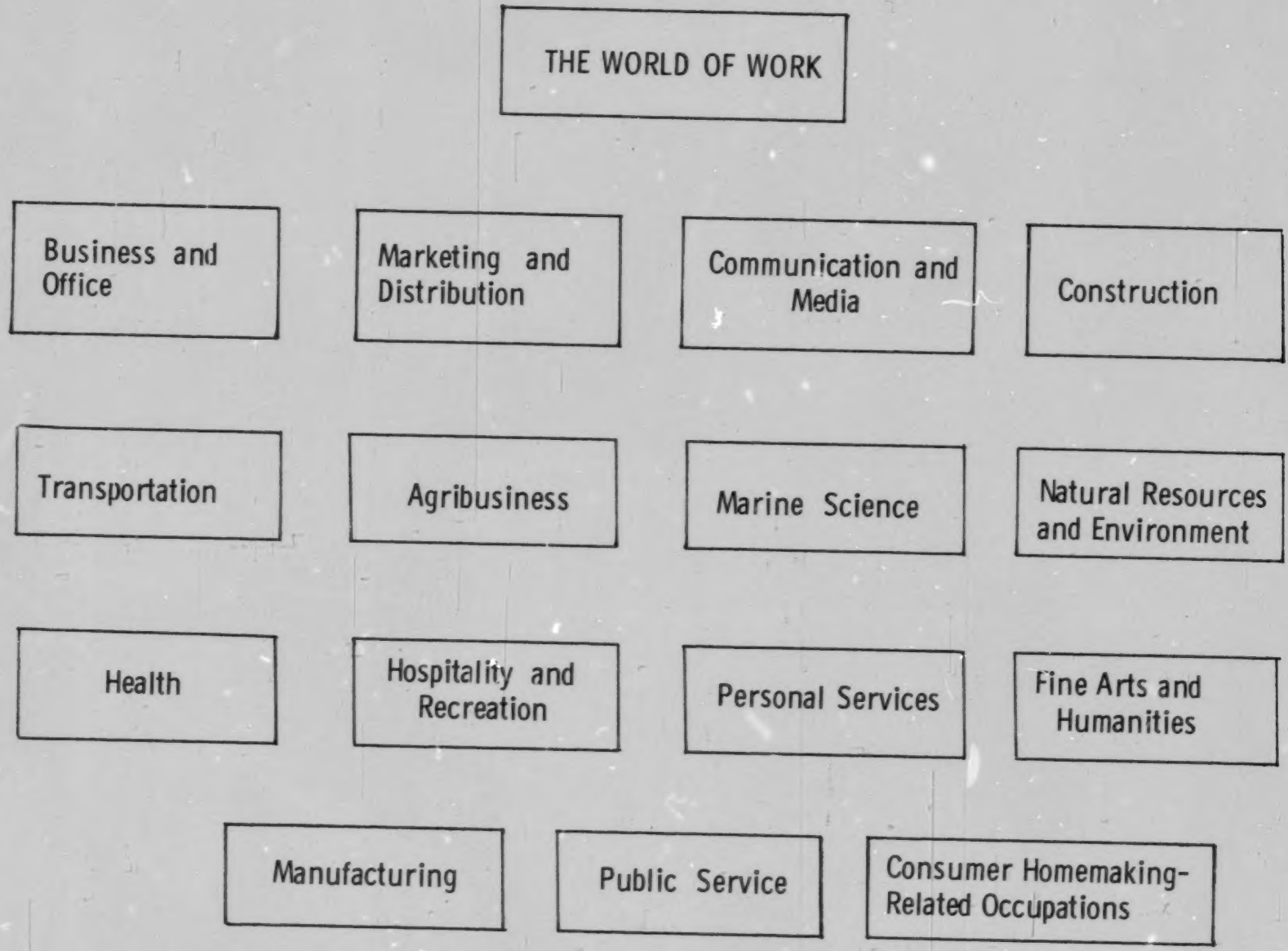
K. Marine Science--concerned with the use of the ocean for shipping, commercial fishing, passinger service, and research and usage of water resources.

L. Marketing and Distribution--concerned with the processes involved in transferring goods from the producer to the consumer through wholesaling and retailing channels.

M. Personal Services--concerned with the services provided on an individual need and demand basis paid for directly by the individual consumer. These include barbers, beauticians, morticians, dry cleaning establishments, etc.

N. Public Service Occupations--concerned with services deemed a necessity by the public who pays for them by taxation. Government provides these public services such as law enforcement, fire protection, and sanitation.

O. Transportation--concerned with the movement of people and things for commercial, governmental, and private purposes.


THE WORLD OF WORK
Business and Office
Marketing and Distribution
Communication and Media
Construction
Transportation
Agribusiness
Marine Science
Natural Resources and Environment
Health
Hospitality and Recreation
Personal Services
Fine Arts and Humanities
Manufacturing
Public Service
Consumer Homemaking-Related Occupations

CLUSTERS AND JOB TITLES

Agri-business and Natural Resources

Agribusiness Production	Agribusiness Supplies	Agribusiness Mechanics	Agribusiness Products	Horticulture
Farm Owner & Manager	Agricultural Engineer	Research Engineer	Laboratory Technician	Landscape Architect
Farm Manager	Field Technicians	Machinery Designer	Products Inspector	Florist
Production Superintendent	Store Manager	Parts Manager	Livestock Buyer	Greenhouse Supervision
Field Supervisor	Farm Servicemen	Shop Foreman	Products Grader	Garden Center Salesman
Field Worker	Warehousemen	Mechanic	Meat Plant Worker	Florist Helper
Other	Warehouse Assistant	Assemblyman	Other	Other
	Other	Other		

CLUSTERS AND JOB TITLES

Business & Office

Sec.-Stenog.	Clerical-Machine Operator	Bookkeeping-Accounting	Data Processing	Supervisory-Management
Executive Secretary	General Office Clerk	Accounting Clerk	Programmer-Clerical	Personnel Manager
Legal Secretary	Teller	Bookkeeper	Digital Computer Operator	Office Manager
Medical Secretary	Transcribing Machine Operator	Accounts Receivable, Payable Bookkeeper	Data Control Clerk	Employment Interviewer
Mechanical Secretary	Clerk Typist	Payroll Clerk	Data Typist	Other
General Secretary	Typist	Accounts Receivable, Payable Clerk	Key Punch Operator	
Stenographer	File Clerk	Billing Machine, Bookkeeping Machine Operator	Other	
Other	Other	Other		

Communications and Media

Telegraph & Telephone	Radio & Television	Publishing	Audio-Visual Production
Data Transmission Technician	Radio & Television Announcer	Bookbinder	Commercial Photographer
Systems Analyst	Actor	Typesetter	Lithographer
Programmer	News Reporter	Proofreader	Photo Engraver
Computer & Console Peripheral Equipment Operator	Musician	Creative Writer	Film Production Worker
Morse Code Operator	Technician	Sports Reporter	Model
Telegraph & Telephone Lineman	Repairman	Editor	Darkroom Processor
Telephone Operator	Satellite Transmission Technician	Typist	Recording Equipment Technician
Business Office Personnel	Laser Transmission Technician	Publisher	Recording Artist
Repairman	Federal & International Communications Personnel	Illustrator	Electronics Systems Technician
Other	Scriptwriter	Other	Audio Systems Technician
	Other		Other

CLUSTERS AND JOB TITLES

Construction

Design & Planning

- Construction Drafting
- Architectural Drawing
- Engineering Drafting
- Blueprint Reading
- Estimating
- Expediting & Scheduling
- Surveying
- Testing & Inspecting
- Other

Carpentry

- Framing
- Flooring
- Forming
- Trimming & Siding
- Other

Masonry

- Brick & Block Laying
- Concrete Working
- Tile & Terazzo Working
- Plastering
- Other

Electrical

- Residential Wiring
- Commercial Wiring
- Industrial Wiring
- Other

Metals

- Welding
- Sheetmetal Working
- Plumbing
- Pipefitting
- Air Cond. & Heating
- Millwrighting & Ind. Mech.
- Other

Finishing

- Painting & Wallcovering
- Insulating & Asbestos
- Glass & Glazing
- Sheetrocking
- Floorcovering
- Landscaping
- Other

CLUSTERS AND JOB TITLES

Consumer and Homemaking

Family and Child Development

Teacher (Early Childhood Education)

Social Service Worker

Director, Day Care Center

Paid Companion

Child Care Aide

Baby Sitter

Other

Foods and Nutrition

Dietician

Nutritionist

Food Salesman

Kitchen Manager

Cook

Steward/Stewardess

Waiter/Waitress

Cashier

Other

Housing and Home Management

Interior Designer

Equipment Home Economist

Salesman

Window Dresser

Hospital Housekeeper

Chambermaid

Custodian

Other

Clothing, Textiles and Fashion

Teacher

Extension Specialist

Fashion Editor

Weaver

Buyer

Salesperson

Dressmaker

Tailor

Presser

Inspector

Checker

Designer

Other

CLUSTERS AND JOB TITLES

Fine Arts & Humanities

Art	Dance	Music	Drama	Literature	Humanities & Philosophy
Painter	Choreographer	Opera Singer	Actor	Poet	Teacher
Portrait Artist	Dance Instructor	Night Club Singer	Actress	Novelist	Other
Sculptress	Ballet Dancer	Folk Singer	Director	Short Story Writer	
Printmaker	Belly Dancer	Recording Artist	Producer	Teacher	
Designer	Night Club Entertainer	Band Director	Stage Manager	Playwright	
Set Designer	Stage Entertainer	Instrument Player	Ticket Salesman	Literary Critic	
Textile Designer	T.V. or Motion Picture Entertainer	Instrument Teacher	Costume Designer	Proofreader	
Interior Decorator	Folk Dance Teacher	Instrument Tuner	Cameraman	Editor	
Potter	Other	Church Organist	Set Designer	Publisher	
Weaver		Vocal Teacher	Usher	Other	
Jewelry Designer		Music Store Clerk	Lighting Expert		
Jewelry Maker		Song Writer	Other		

CLUSTERS AND JOB TITLES

Health Occupations

Administration	Prevention & Control	Treatment & Care	Rehabilitation	Health Ed. & Communication	Research
Public Health Administrator	Environmental Engineer	Doctor	Physical Therapist	Health Educator	Biochemist
Hospital Administrator	Sanitation Engineer	Physician's Assistant	Occupational Therapist	Medical Illustrator	Biophysicist
Assistant Administrator	Food and Drug Inspector	Dentist	Speech and Hearing Therapist	Medical Librarian	Statistician
Clinic Administrator	School Health Educator	Dental Assistant	Prothesis and Restoration Technician	Health Economist	Radiologist Engineer and Technician
Other	Microbiologist	Dental Hygienist and Technician	Social Worker	Other	Other
	Epidemiologist	Nurse	Other		
	Nutritionist	Practical Nurse			
	Hygienist	Psychiatric Aide			
	Other	Medical Technologist			
		Dietitian			
		Hospital Cook			
		Orderly			
		Other			

CLUSTERS AND JOB TITLES

Hospitality and Recreation Occupations

Hotel/Motel

Hotel Managers & Assistants

Motel Manager

Desk Clerk

Hotel Clerk

Travel Clerk

Sales Representative

Resident Manager

Front Office Manager

Bell Captain

Doorman

Baggage Porter

Bellman

Room Service Clerk

Checkroom Attendent

Recreation

Tourist Director

Gold Club Manager

Theater Manager

Hobby Shop Director

Booking Agent

Advance Man

Recreation Center Director

Ticket Seller

Travel Counselor

Sporting Goods Salesman

Bowling Floor Deskman

CLUSTERS AND JOB TITLES

Manufacturing

Management	Personnel Technology	Research & Design	Production Technology	Production
Plant Manager	Labor Relations Personnel	Designer	Electrician	Process Planter
Designer	Human Engineer	Draftsman	Millwright	Warehouseman
Production Manager	Training Personnel	Production Cost Estimator	Distribution Personnel	Material Handler
Personnel Manager	Retirement Counselor	Production Researcher	Product Servicing Personnel	Machine Operator
Researcher & Developer	Labor Consultant	Clerk & Stenographer	Fabrication Specialist	Production Line Worker
Other	Stenographer	Technical Writer	Material Tester	Draftsman
	Other	Other	Quality Controller	Fabricator
			Machine Installer	Assembler
			Packaging Personnel	Welder
			Other	Riveter
				Custodian
				Sweeper
				Systems Controller
				Programmer

CLUSTERS AND JOB TITLES

Marketing and Distribution

Retail Trade	Wholesale Trade	Service Trades	Non-Store Retailing	International Trade
General Merchandising	Merchant Wholesaling	Lodging	Automatic Merchandising	Foreign Operations
Dealership	Merchandise Brokerage	Personal Services	Mail Order	Exporting
Franchise	Petroleum Plants and Terminals	Business Services	Direct Selling	Other
Specialty Stores	Other	Auto and Misc. Repair & Services	Other	
Rental Operations		Travel, Recreation, and Entertainment		
Other		Other		

CLUSTERS AND JOB TITLES

Marine Science

Commercial/Fishery	Seamanship	Ship and Boat Operation	Oceanography
Fishing Vessel Captain	Boatswain	Engineer	Oceanographer
Fishing Vessel Mate	Deck Captain	Tugboat Mate	
Clam-Dredge Operator	Sounder	Cable Ferryboat Operator	
Stake Boatman	Able Seaman	Motorboat Operator	
Net Fisherman	Ferryboat Operator	Quartermaster	
Pot Fisherman	Marine Oiler		
Terrapin Fisherman	Pleasure Craft Sailor		
Weir Fisherman	Deckhand		
Striker	Ordinary		
Wharf Laborer			
Crab Inspector			
Net Man			
Grader			
Fish Bailer			

CLUSTERS AND JOB TITLES

Natural Resources and Environment

Air

- Air Pollution Control Worker
- Smoke Tester
- Air Pollution Control Chemist
- Air Pollution Control Engineer
- Air Pollution Control Aide

Chemical and Radiation

- Chemist
- Spray Foreman
- Spray Helper
- Biochemist
- Occupations in Atomic Energy

Fish

- Fish Hatchery Worker
- Fish Farmer
- Frog Farmer
- Fisheries Scientist

Health

- Veterinarian
- Sanitarian
- Livestock Inspector
- Medical Assistant

Land Use

- City Planning Aide
- Urban Planning Technician
- Zoning Inspector
- Agricultural Engineer

Mineral and Fuels

- Mining Area Restoration Worker
- Petroleum Geologist
- Geophysicist
- Oil and Gas Inspector

Noise

- Acoustical Engineers
- Agricultural Engineers
- Audiologists
- Industrial Engineer

Parks and Natural Areas

- Grounds Keeper
- Park Worker
- Waterway Patrolmen
- Park Naturalist

Range

- Pest Control Worker
- Sprayer
- Range Manager
- Range Aide

Recreation

- Park Caretaker
- Recreation Farm Manager
- Hunting and Fishing Guide
- Ski Patrolman

Natural Resources and Environment (cont.)

Soil	Solid Waste	Water	Wildlife
Soil Conservation Aide	Garbage Collector	Irrigator	Game Farm Worker
Soil Scientist	Sanitary Landfill Manager	Watershed Tender	Gamekeeper
Agrogeologist	Incinerator Operator	Public Health Engineering Aide	Animal Shelter Keeper
Soil Bacteriologist	Recycling Manager	Ocean Water Pollution Technician	Wildlife Biologist
	Waste Disposalman		

CLUSTERS AND JOB TITLES

Personal Services

Cleaning & Related	Personal	Cook & Chefs	Waiter - Waitress	Tailoring	Dressmaking
Building Custodian	Barbers	Pastry Chef	Counter Supervisor	Lining Finisher	Seamstress
Exterminators	Cosmetologists	Sous Chef	Head Waiter	Master Tailor	Women's Garment Fitter
Hotel Housekeepers	Funeral Directors	Executive Chef	Car Hop	Alteration Tailor	
Laundry Superintendent	Beauty Shop Manager	Cook	Crib Operator	Men's Garment Fitter	
Maid	Cemetery Manager	Garde Manager	Wheelman	Shop Tailor	
Inspectress	Street Photographer	Baker	Fountain Man		
Floor Waxer	Airplane Stewardess	Dough Mixer	Waiter		
Wall Washer	Bus Hostess	Meatcutters	Waitress		
Household--Private Worker	Pullman Porter				
Food Service--Bartenders	Clothing Maintenance Specialist				
	Wardrobe Mistress				

CLUSTERS AND JOB TITLES

Public Service Occupations

Law	Inspection	Sanitation	Fireman
Police Chief	Building Inspector	Garbage Collector	Fire-Prevention Research Engineer
Desk Officer	Electrical Inspector	Sewer Disposal Manager	Fire Chief
Commanding Officer, Homicide	Plumbing Inspector	Landfill Manager	Battalion Chief
Commanding Officer, Investigation Division	Boiler Inspector	Sanitation Engineer	Fire Captain
Detective Chief	Health and Regulatory Inspectors		Fire Inspector
Highway Patrol Pilot	Construction Inspectors		Fire Marshall
Police Captain, Precinct			Fire Fighter
Police Lieutenant, Precinct			
Police Sergeant, Precinct			
Traffic Lieutenant			
Traffic Sergeant			
Detective			
Investigator, Narcotics			

CLUSTERS AND JOB TITLES

Transportation

Land Transportation

Taxi Driver
Automobile Designer
Used Car Salesman
Auto Mechanic
Auto Body Repairman
Motorcycle Repairman
Bus Driver
Ticket Agent
Travel Agent
Teamster Official
Railroad Engineer
Truck Driver
Porter
Traffic Policeman
Bicycle Salesman
Other

Water Transportation

Dock Worker
Longshoreman
Navigator
Radio Operator
Lighthouse Keeper
Barge Owner
Seaplane or Navy Pilor
Professional Water Skier
Boat Builder
Merchant Merine
Travel Agent
Ship's Nurse
Submarine Mechanic
Other

Aerospace

Airline Hostess
Co-pilot
Ticket Agent
Airplane Mechanic
Airplane Designer
Traffic Controller
Astronaut
Computer Operator
Space Suit Designer
Dietician
Television Technician
Frogman
Steelworker
Electrician
Other

Conveyor

Pipeline Welder
Equipment Operator
Structural Worker
Geologist
Driller
Rigger
Engineer
Surveyor
Refinery Worker
Elevator Operator
Cable Car Conductor
Machinery Repairman
Other

SECTION II

TRENDS AND OUTLOOKS

by

Martha Keeton

Pat Schrader

SECTION II

TRENDS AND OUTLOOKS

PURPOSE: To provide an opportunity to examine some factors to be considered in making an occupational choice as it relates to trends and outlooks for the World of Work

PERFORMANCE OBJECTIVE: The student will be able to list some of the trends and outlooks for occupational opportunities, for training and education requirements, and for work environment.

I. The student will be able to list some of the trends and outlooks for occupational opportunities, for training and education requirements, and for work environment.

A. Suggested Content

1. Trends and outlook for employment opportunities

a. Representative promising fields

(1) Environment
(2) Government
(3) Health
(4) Maintenance and repair
(5) Mining
(6) Scientific technological
(7) Social

b. Representative uncertain fields

(1) Farming
(2) Teaching

2. Trends and outlook for training and education requirements.

a. High school education a standard for American workers
b. On-the-job training on the rise
c. A number of apprenticeship training programs provided by unions
d. A need for trained technical, mechanical, and construction workers
e. Greater skill needed to operate and repair complicated machinery and equipment

3. Trends and outlook for work environment

a. Increased use of automation
b. Increased demand for unionization
c. More women employed in "men's" jobs
d. Increased demand for higher wages
e. Consideration of shorter work week
f. Possibility for retirement at earlier age

B. Suggested Teaching-Learning Activities

1. Using the suggested content as a basis, have the students research to find specific information concerning trends and outlooks. For instance Career World, a student magazine, has excellent articles on specific career opportunities, educational requirements, and work environment. The library should provide several such sources.

2. Have an employment counselor, a personnel man, mayor, or informed businessman discuss with the students the occupational opportunities which are becoming available in the local community and the state.

3. Divide the students into teams of common occupational interests. Have them visit or write businesses, industries and/or service agencies for brochures, kits and booklets which describe machines, equipment, or services. Have the teams share with the class any information they can glean concerning new developments, trends, and outlooks for the future.

4. Have the students construct a bulletin board headed "Trends and Outlooks for the World of Work." Using the representative promising fields under A. Suggested Content, p. 43 , display pictures and helped wanted ads which illustrate the current trends in some of the fields and/or illustrations of new equipment now used in places such as offices, post offices, and computer data centers.

5. Have the students find out from their grandparents and parents some jobs which are available today which were not available fifteen to twenty years ago. Also have them find out how the available training and work environment has changed. Retired grandparents may visit the classroom to talk with the students. Have the class prepare a master list of new jobs, training available and changes in work environment.

6. Discuss the importance of women in the work force. What would happen if all women in the work force resigned for one week? Would some occupational areas be hurt worse than others?

7. Have the class come up with some new job titles for jobs now being held by both men and women, e.g. fireman, policeman, busboy, waitress, craftsmen, repairman, etc.

C. Suggested Evaluation

Have the students complete a brief test covering the content. Have them list (1) at least three promising and one uncertain occupational field, (2) at least two trends in projected training and education requirements and (3) at least three trends in the projected work environment.

D. Suggested Resources

1. Books

   a. Occupational Outlook Handbook

2. Resource people

   a. Employment counselor
   b. Personnel manager
   c. Mayor
   d. Businessman
   e. Parents
   f. Grandparents

REFERENCE LIST

FOR

SECTION II

TRENDS AND OUTLOOKS

Addresses of publishers and distributors can be found in the Appendix.

REFERENCE LIST

Books

1. Occupational Outlook Handbook, United States Department of Labor, Government Printing Office

SECTION III

PREPARING FOR THE WORLD OF WORK

UNIT ONE: KNOWING YOURSELF

by

Harriett Denham

UNIT TWO: EDUCATION

by

Martha Keeton

KNOWING YOURSELF

UNIT PURPOSE: To provide students with an opportunity to develop a self-understanding which will lead to responsible occupational decisions

PERFORMANCE OBJECTIVES: The student will be able to

I. Define self-concept and explain the impact of the environment on the development of self-concept.

II. List several factors that determine individual differences.

III. List three occupational clusters which interest him and explain why he might like a job in each of them.

I. The student will be able to define self-concept and explain the impact of the environment on the development of self-concept.

A. Suggested Content

1. Self-concept--the manner in which one sees himself

2. Psychological framework

a. Needs

(1) Love
(2) Security
(3) Recognition
(4) Achievement

b. Personality

(1) Social
(2) Artistic
(3) Intellectual
(4) Realistic
(5) Enterprising
(6) Conventional

NOTE: These are personality types as defined by John L. Holland in Making Vocational Choices. They tend to be vocation-oriented; therefore other types may be researched or even better defined by the students.

c. State of mind

(1) Sigmund Freud's three states of mind

--id
--ego
--super ego

(2) Thomas A. Harris' three states of mind

--child
--parent
--adult

3. Factors influencing one's self-concept

a. Home

(1) Parents
(2) Siblings
(3) Socio-economic conditions and ethnic origin

b. School

(1) Peer relations
(2) Teachers, counselors, and principals

c. Religious background

(1) Influence on value system
(2) Feelings of worth and/or guilt
(3) Sense of meaning and/or purpose

d. Individual factors

(1) Abilities
(2) Interest (not necessarily academic)
(3) Achievement

B. Suggested Teaching-Learning Activities

1. To introduce this section, have students write a description of themselves, their likes and dislikes, physical description, and how they react during times of joy, sadness, and frustration. Generally discuss these descriptions, not referring to any particular individual. Such discussion may center around these questions:

   a. What is self-concept?

   b. How do you know if you have written about the real you?

   c. Is this how others perceive you?

   d. What types of things affect the way you are?

   NOTE: The descriptions of each student are personal and private, intended to make them think about themselves. They are not to be used as a grading tool or to be read aloud to all the class.

2. Have the class prepare a bulletin board describing self-concept. See "Bulletin Board Idea," p. 68. Have the class prepare a bulletin board using pictures to depict church, parents, peers, community, school.

3. Divide the class into groups of four to six, having each group present a skit on different interpersonal relationships. For example:

   a. A family meal or conference

   b. A group of six students locked in a room after school and each individual's reaction to the situation

   c. An argument with your best friend

d. Friends sitting around chatting

e. Discussion of a social problem like veneral disease, alcohol or drugs

NOTE: Have students include facial expressions. Discuss relative to understanding others feelings.

4. You might like to show one of the following films:

   a. "Guidance for the 70's--Self-Esteem"

   b. "Everyday Courage and Common Sense"

5. Have students list their basic needs. Describe Maslow's hierarchy of needs (from Motivation and Personality) and have them react to them, comparing them with their list of needs.

6. Compare with the artistic, social, intellectual, conventional, enterprising and realistic personality types as conceptialized in Making Vocational Choices. Point out that personality types overlap.

7. Present the three psychological states of mind (Sigmund Freud's id, ego, super ego, and Thomas A. Harris' child, parent, adult). Discuss with the students what is meant by each term.

8. Have students prepare a collage depicting their self-image including their interests, their moods and things they are looking forward to in the future.

C. Suggested Evaluation

Have students write an article about an imaginary person and explain what that person thinks of himself and why. Evaluate relative to students knowledge of self-concept and their ability to relate it to experience throughout life.

D. Suggested Resources

1. Books

   a. A variety of psychology and child development texts may be used as teacher references.

   b. Careers, Exploration and Decision

   c. I'm O.K., You're O.K.

   d. Educator's Guide to Free Guidance Materials

e. Making Vocational Choices

f. Motivation and Personality, 1st. ed.

2. Films and Filmstrips

a. "Guidance for the 70's--Self-Esteem"

b. "Everyday Courage and Common Sense"

3. Resource Persons

a. School guidance counselor

b. Personnel of comprehensive care centers (Mental Health)

c. Psychologists or psychiatrists

4. Student/Teacher Materials

a. "Bulletin Board Idea," p. 68

II. The student will be able to list several factors that determine individual differences.

A. Suggested Content

1. How people are alike

a. Basic physical needs

(1) Food
(2) Clothing
(3) Shelter
(4) Sexuality

b. Basic psychological needs

(1) Love
(2) Security
(3) Recognition
(4) Achievement
(5) Others

2. How people are different

a. Genetic differences

(1) Physical appearance
(2) Rate of development

b. Environmental differences

(1) Physical setting
(2) Social environment
(3) Experiences during

(a) childhood
(b) adolescence
(c) adulthood

c. Attitudinal differences

(1) Interests
(2) Value systems
(3) Standard of behavior

B. Suggested Teaching-Learning Activities

1. Center class discussion around factors influencing individual differences. Some suggestions are:

a. Prejudice--what it is, and how it is developed.

b. Social class--does it exist, and how it is defined in this country. (Possibly discussion could include social class in other countries.)

c. Adolescence--what is it, and how different people handle it.

d. Ethnic origin--what is it and how it affects individuals.

e. Religious background--how it affects individual differences.

2. Have students list ten values they feel are important to them. Discuss values relative to their impact on human behavior.

3. Divide the class into groups of four to six and have each group present a panel discussion on one of the following:

   a. How heredity influences individual differences

   b. How environment influences individual differences

   c. Stages of developmental process

   d. Ways of handling:

      (1) anger
      (2) happiness
      (3) sadness
      (4) frustration

   e. Impact of individual differences on occupational choice

4. Have each student select a historical figure in sports, science, politics, or social service and report on their individuality.

   For example:

Benjamin Franklin
Malcolm X
Martin Luther King, Jr.
John F. Kennedy
Winston Churchill
Babe Ruth
Henry Clay
Ralph Nader
Johnny Cash
Abraham Lincoln
Billie Jean King
Jane Fonda
Adolf Hitler
Evil Knievel

NOTE: Include individuals that you feel did not make a positive contribution in order to point out that there are people who have constructive and destructive impact on society. An individual's experience and heredity have an impact on his behavior and make him what he is as an individual.

5. Have students observe and talk with one individual on the job and describe to the class his job, his personality, his physical characteristics. Discuss in class the impact of these factors on occupational choice.

6. To illustrate how people are different, create a given situation (for example, you have just been given a check for a million dollars) and have students chart the different reactions of various students who were given the situation and were outside of the room when the students observing were given instructions.

7. Develop role-playing situations for students to observe codes of behavior when faced with a problem or a choice.

   For example:

   a. another student being offered a joint of marijuana

   b. the reactions of different people who observed the same automobile accident

   c. an unlocked car with keys in it and buddy's "egging" friend to take a ride

   d. an embarassing situation where you have hurt someone's feelings.

   NOTE: Teacher may wish to use a kit such as Action or Contact to develop role-playing situations to expose students to different codes of behavior. If video taping equipment is available, record your students and let them observe their own behavior.

C. Suggested Evaluation

Have students list ten factors influencing individual differences.

D. Suggested Resources

1. Books

   a. A variety of psychology and child development texts may be used as teacher references.

   b. Careers, Exploration, and Decision,

   c. I'm O.K., You're O.K.

   d. Action or Contact, book kits by Scholastic Book Services

   e. Between Parent and Teenager

   f. Educators' Guide to Free Guidance Materials

2. Resource Persons

   a. School counselors

   b. Comprehensive Care Center personnel

   c. Workers in the community

III. The student will list three occupational clusters which interest him and explain why he might like a job in each of them.

A. Suggested Content

1. Review of occupational clusters

a. Review of functions of clusters

b. Types of occupations available in each cluster

2. Personal factors to be considered in occupational choice

a. Values

(1) Security
(2) Shelter and food
(3) Personal growth
(4) Freedom
(5) Need to feel a sense of self worth
(6) To demonstrate leadership
(7) To help others
(8) Others as determined by the individual

b. Self-assessment

(1) Personal

--Interests
--Aptitudes
--Attitudes

(2) Academic

--Abilities
--Course work
--Future pursuits

B. Suggested Teaching-Learning Activities

1. Have each student select one job in each of the fifteen occupational clusters, and describe why he would or would not like that job. (See transparency masters of the fifteen occupational clusters on pp. 21-22.) This, with the other forms, should be kept by the student for future reference and to use upon completion of the unit.

2. Invite the counselor to your classroom to explain the following:

a. achievement tests and their use

b. aptitude tests, e.g., Strong Vocational Interest Blank and Kuder Preference Record

c. special aptitude test, e.g., Vocational, such as General Aptitude Test Battery

NOTE: The discussion should center around the tests administered in your school. The counselor should guide the discussion around general results and what they mean, with individuals having an opportunity to discuss with him in private their individual results. Tests are only tools and should not plug a student into a slot.

3. Have each student contribute one component for a mobile of all the factors that influence choice of occupations. Discuss these factors in class and display the mobile throughout the rest of the unit.

4. Distribute to the students, "My Personality," p. 69. Discuss attitude and how it affects occupational choice.

5. Have students complete the "Interest Check List," p. 70 and "Sentence Completion on Interest," p. 71 for future personal reference. Discuss interest and its relationship to occupational choice.

6. Divide your class into groups of four to six and have each group choose an occupational cluster and present a skit on some of the workers and their job functions. (This could be an observation experience.)

7. Have each student prepare a list of at least five needs he wants an occupational choice to fulfill. (provide security, money, etc.). Upon completion of this list, have each student select five occupations and rate them on his list of needs.

8. You might like to show one of the following films which illustrate different styles of life:

   a. "Styles"
   b. "The Young Achievers"

C. Suggested Evaluation

Have each student select three clusters and explain why he might like a job in each of these. Base the evaluation of whether the functions of the selected clusters will satisfy the students expressed needs.

D. Suggested Resources

1. Books

   a. Careers, Exploration and Decision

b. Educators' Guide to Free Guidance Materials

c. Teacher reference on measurement and evaluation in education.

2. Films and Filmstrips

a. "Styles," Education Branch, Division for Preventive Services, Bureau for Health Services

b. "The Young Achievers," Modern Talking Pictures.

3. Community Resources

a. School counselor

b. Comprehensive Care Center personnel

4. Student Materials

a. "My Personality," p. 69

b. "Interest Check List," p. 70

c. "Sentence Completion on Interest," p. 71

SUPPORTIVE MATERIALS

FOR

SECTION III

UNIT ONE

KNOWING YOURSELF

REFERENCE LIST

Books

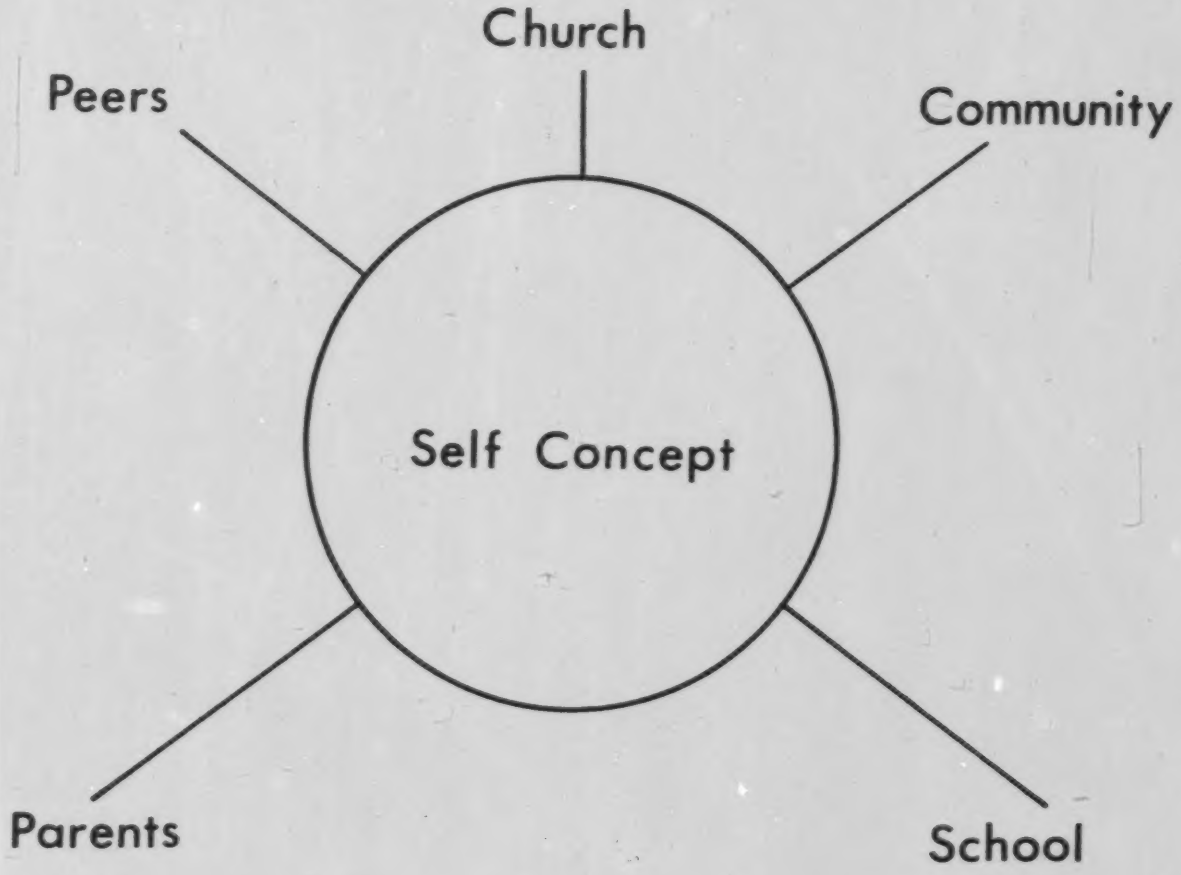
1. Action Kit by Scholastic Book Service
2. Between Parent and Teenager by Dr. Haim G. Ginett, The Macmillan Company
3. Careers, Exploration, and Decision by Jack L. Rettig
4. Contact Kit by Scholastic Book Service
5. Educators' Guide to Free Guidance Materials, Educators Progress Service Inc.
6. I'm O.K., You're O.K. by Thomas A. Harris, Prentice Hall
7. Making Vocational Choices by John L. Holland, Prentice-Hall
8. Motivation and Personality, by Maslow, Abraham Harold

Films and Filmstrips

1. "Everyday Courage and Common Sense," 11 minutes color, Describes the most important kinds of courage, admitting your wrong when you are and willing to be different from the group. Distributed by Education Branch, Division for Preventive Services, Bureau for Health Services, free loan.
2. "Guidance for the 70's--Self-Esteem," 18 minute color. Role-playing, games and discussion used to involve teenagers in dealing with their own self images. Distributed by Education Branch, Division for Preventive Services, Bureau for Health Services, free loan.
3. "Styles," 22 minutes, color, three middle class teenagers express ideas about what they are most into. One feels he can only make it on drugs, another in working with his hands and the third is fulfilled in art. Distributed by Education Branch, Division for Preventive Services, Bureau for Health Services, free loan.
4. "The Young Archievers," 27 minutes color (9th grade up) Depict several young adults serving society without sacrificing their identities or unique life styles. Distributed by Modern Talking Pictures (#30150), free loan.

Addresses of publishers and distributors can be found in the Appendix.

Bulletin Board Idea



SUNSTEIN C.D.C. UK. 1983

MY PERSONALITY

1. Do I get along well with fellow-workers, friends, etc?
2. Do I have the same friends for years?
3. When I am out in public am I as courteous as I am at a party?
4. Can I adapt myself easily to those who are younger, older, or with different background?
5. Am I happy when my friend has had a stroke of good luck?
6. Can I force myself to be pleasant to others?
7. Can I easily admit that I have made a mistake?
8. Can I win or lose and still be a good sport?
9. Do I listen to advice as willingly as I give it?
10. Can I work when it is time to work and play when it is time to play without combining the two?
11. Am I considerate, understanding and tactful of the feelings of others?
12. Can I take praise and good fortune without getting a big head?
13. Am I the type of person I expect others to be?
14. Can I play "second fiddle" if necessary?

INTEREST CHECK LIST

	YES	NO
1. I like to work with people.		
2. I like to do things with my hands.		
3. I don't like to meet new people.		
4. I want to marry and raise children.		
5. I want to become a millionaire.		
6. I want to work with social problems.		
7. I like drawing pictures.		
8. I enjoy arguments.		
9. I would like to travel.		
10. I like working alone.		
11. I don't like animals.		
12. I enjoy helping plants grow.		
13. I like to build things.		
14. I enjoy working inside.		
15. I like to design things and build them.		
16. I like to move around.		
17. I enjoy being formal and organized.		
18. I like to do my own thing.		
19. I like to work with figures.		
20. I like to experiment with different things.		

SENTENCE COMPLETION

ON INTEREST

1. I would like to _____.
2. I would not like to _____.
3. I plan to go to _____.
4. I do not plan to finish _____.
5. I would like to work with _____.
6. I enjoy having many _____.
7. The only thing I want is to _____.
8. I plan to live in _____.
9. I don't like to _____.
10. I would like to develop _____.
11. I want to be able to _____.
12. I enjoy doing things which are _____.
13. People are interesting if you can _____.
14. Travel is _____.
15. I like to be by myself because _____.

EDUCATION

UNIT PURPOSE: To provide experiences that will encourage students to strive for an adequate education while preparing for the World of Work

PERFORMANCE OBJECTIVES: The student will be able to

I. Describe ways the school has helped people improve his/her life.

II. Name several things that schools can do to widen the number of future opportunities for today's students.

III. List five kinds of schools which provide occupational training.

I. The student will be able to describe ways the school has helped people improve his/her life.

Note: In this section the teacher has the opportunity to help students discover answers to some of the questions they are asking about school today. Students may be challenged by questions such as: "What are schools for?"; "Why should YOU go to school?"; "What educational opportunities does Kentucky have to offer?" They should come to understand that school plays an all important role in their planning for the future. They should be imbued with the idea that subject matter does have relevance to the outside world and that they (the students) will profit by "staying in" rather than by "dropping out" of school.

A. Suggested Content

1. Purposes of schools

a. To help students discover new skills, knowledges and attitudes

b. To help students communicate skills, knowledges and attitudes in a number of ways

c. To preserve skills, knowledges and attitudes

B. Suggested Teaching-Learning Activities

1. Introduce the lesson by posing the question, "How would our lives be different if there were no _____? (Items that may be included are schools, good readers, mathematicians, historians, etc.)

2. Have the students write short biographical sketches of some famous people. Suggestions:

John F. Kennedy
Martin Luther King
Pablo Picasso
Abraham Lincoln
Benjamin Franklin

a. Discuss contributions each of these persons made to his fellowmen.

b. Discuss different skills, knowledges, and attitudes that these men may have learned as teenagers.

c. Contrast the kinds of skills, knowledges, and attitudes discussed with those the students themselves are learning in their own school.

3. Divide the students into four groups and have each group pantomime one of the situations described below. The students could make visual aids, such as drawings and signs, that may be used during the pantomime. Let each group present its pantomime to the rest of the class. The other students may try to guess what kinds of new skills, knowledges, and attitudes are being represented.

   a. Early man carried his goods on his back. It was tiring, and he wished he could find an easier way to transport his heavy loads. He conceived the idea of making something he could pull over the ground so he chopped some small logs with his stone ax and tied them together with vines. The load was easier to transport, because he could drag it over the ground. Then one day he accidentally kicked a flat stone with a round edge. It rolled down the hill. The man discovered that round objects roll. He had a new idea--he would put round objects under the logs.

   b. Early man sat on the riverbank and wanted to cross to the other side. He walked until he found a crossing shallow enough for him to wade, but then he had to walk a long distance back to the place where he wanted to camp. One day a storm blew a tree across the river. The man learned that the tree was strong enough to hold him as he walked across to the opposite bank. He had a new idea--he would use the tree as a road across the river.

   c. Early man roamed his territory and ate what the earth produced. He ate the fruit of a number of plants, but when the weather was cold the plants would die. One day after he finished eating some fruit, the man cast the seeds on the ground and went back to his cave. Sometime later he returned to the spot where he had thrown the seeds, and he noticed that small green sprouts were protruding from the ground. The man learned that plants can grow from seeds. He had a new idea--he planted some seeds.

   d. In the early ages people fought to provide for their needs. Tribe A lived on grassy and well watered land. Tribe B lived in a wooded area where water was scarce. Each tribe had something the other needed--one had water for drinking and producing food; the other tribe had wood for fuel and building houses. When Tribe B needed water, the people would fight Tribe A to gain possession of the stream so that they could fill their clay water pots. When Tribe A needed wood for building houses, the people would fight Tribe B to gain possession of some trees.

      One day someone noticed that more and more people were being killed and that the tribes were growing weaker and weaker. There was little time to grow food or build houses. All time and effort went into fighting or trying

to protect possessions. He suggested that they stop fighting and share the goods that were needed. Then they could produce food and build houses for each other.

It was suggested that the labor be divided, that some people grow food and the others build houses. But the people still had disagreements from time to time. So the tribes had a new idea--they would choose leaders to help solve problems as they arose.

Have the students list

--New skills, knowledges, and attitudes as they are identified. Then discuss how each new skill, knowledge, or attitude helped man improve his way of life.

--Have the students give examples of other skills and knowledges that have helped men improve ways of travel, growing food, and working together.

4. Use the following situations as a basis for discussion:

   a. Pasteur discovered that a high degree of heat kills germs that cause disease. Where has this knowledge spread most easily--in countries where few people can read and write, or in a country where most people can read and write?

   b. Many countries have an abundance of natural resources--the United States, countries in South America, Saudi Arabia, for example. In the United States, many people can read, write, and do arithmetic. In some of the other countries only a few people have these skills. Which countries have made better use of their resources?

   c. There are two communities. They both have access to newspapers. People in one community can read and write and understand arithmetic. In the other community only a few people have these skills. In which community will the problems and accomplishments of their people be better understood?

5. Have the students participate in these experiments:

   a. Prepare some instructions for some simple tasks. Scribble them on a piece of paper and arrange the words in such a way that reading is difficult. Present these instructions to several students and ask them to follow directions. Ask the students to tell why they think it is important to communicate clearly on paper.

   b. Distribute some kind of technical document such as an insurance policy or a labor contract. Ask the students to describe what it says. (In all probability, the students will be unable to understand all the stipulations.)

Explain what the document is about. Have the students discuss situations that could occur if a person signed a contract he did not understand.

6. Have the students list ways people preserve information so that they can be used in the future. Some suggestions are:

   Parents (old snapshots, family Bible records, birth certificates, wills, diaries, etc.).

   Doctors (medical records, X-rays, etc.).

   Lawyers (records of deeds, wills, pictures of happenings in various law suits, etc.).

   Journalists (files of written materials on a number of subjects).

C. Suggested Evaluation

Have the students describe ways the school has helped people improve their lives. Base the evaluation on the concepts of the purposes of discovering, communicating and preserving skills, knowledge, and attitudes.

D. Suggested Resources

1. Filmstrip

   a. "What Good Is School?"

II. The student will list several things that schools can do to widen the number of future opportunities for today's students.

Note: Because of the nature of these lessons, the relation of education and occupations carries more weight in the Suggested Activities section. However, the students should understand that education has many different purposes and that all of these should be a part of their own education.

A. Suggested Content

1. Purposes of Education

a. To choose a satisfying career
b. To make wise choices as a consumer
c. To make meaningful use of leisure time
d. To respect ideas and beliefs that are different from your own
e. To understand problems of the family, the neighborhood, the nation, and the world
f. To help solve problems of the family, the neighborhood, the nation, and the world

B. Suggested Teaching-Learning Activities

1. Introduce the lesson by asking the students to cite some things they have learned in school because they see the need for learning them, not because of punishment or reward. Discuss how the learnings relate to their needs.

2. Distribute or have the students copy the six items listed under Purposes of Education in the Suggested Content section of this lesson. Have them take a survey of adults and friends asking them to rank each item in the order of importance. Then compile the results of the survey and discuss them.

3. Pose these questions for class discussion:

a. How has education affected your parents in their occupation?
b. Name various items a high-income family could afford that a low-or average-income family could not. Does education have any bearing on income?
c. What are circumstances that could affect the employment of a person who wants to work?
d. What are some reasons for unemployment?
e. What could happen in the future that could change education?
f. What are some ways in which education may be improved?
g. How has education helped you as a family member? In using your free time? In a job?

4. Invite a member of the local employment office, a social worker who has had experience with school dropouts, or a school dropout

who is willing to share his or her experiences. Have the visitor answer these questions:

a. What are some of the reasons that students drop out of school?
b. What are some of the problems experienced as a school dropout?
c. What are some of the advantages for dropping out of school?
d. What kinds of jobs are available to a school dropout?
e. How can a school dropout get help?

5. Write a paragraph from a business manager's point of view explaining why one should finish high school.

6. Make a poster which would encourage students to stay in school.

7. Write this statement on the chalk board and ask the students to copy it: "Jobs help meet different needs: money, success, service, and enjoyment." To substantiate this statement, have each student bring to class a Help Wanted ad which indicates that one or more of these needs can be met through the job. Have him report on some of the requirements for entering the job.

8. Involve the students in developing a class chart. Have students name various jobs they may be interested in. List the jobs as headings for the chart. Under each heading name skills that might be required for that particular job. Encourage students to consider subjects they are taking at the present. An occupational kit would serve as an excellent student resource.

9. Have the students complete "School Subjects and Jobs" on p. 86 of the Supportive Materials. On p. 87 are some representative jobs relating to each of the subjects on the chart. These may be used as student or teacher references.

C. Suggested Evaluation

Have each student list the things that he feels the school can do to widen the number of future opportunities for him. Do not limit the list to occupational opportunities only. Base the evaluation on the student's indication of his understanding that education has many different purposes.

D. Suggested Resources

1. Booklets

a. "Stay in High School! Here's Why"

b. "Wouldn't It Be a Smart Thing for You to Stay in School?"

2. Films

a. "I Never Went Back"
b. "Stay in School"
c. "When I'm Old Enough . . . Goodbye!"

3. Kits

a. Widening Occupational Roles Kit

4. Student/Teacher Materials

a. "School Subjects and Jobs," p. 86

b. "Suggested Careers," p. 87

III. The student will be able to list five kinds of schools which provide occupational training.

A. Suggested Content

1. Educational opportunities

   a. High school
   b. Trade or vocational schools
   c. Business schools
   d. Community and junior colleges
   e. Four-year colleges and universities
   f. Correspondence study
   g. Evening classes and/or night school

2. a. One-year certificate, associate degree, baccalaureate degree, diploma
   b. Subjects studied and skills learned
   c. Length of training
   d. Probable cost

3. Sources of financial help

   a. Scholarships
   b. Loans
   c. Work-study combinations

B. Suggested Teaching-Learning Activities

1. Introduce this lesson by asking the students to name the kinds of schools in Kentucky with which they are familiar.

2. Arrange for each student to observe a high school vocational class of his choice.

3. Have the students work together in committees to write to the college, business school, or vocational school of their choice for a catalog. An excellent source for names, addresses, and several school programs is Counselor's Handbook on Post-High School Education in Kentucky.

4. Have the committees compare a high school program with that of a vocational school and a college. The factors listed in the section "Kinds of Programs Offered" of the content outline may be used in making the comparison.

5. Encourage students to visit the school or college which offers a program he likes.

6. Invite a representative or a student from each of the types of schools to visit with the students to discuss opportunities of further study.

C. Suggested Evaluation

Have the students list at least five kinds of schools which provide occupational training. Check the answers against the items under Suggested Content of this objective.

D. Suggested Resources

1. Books

   a. Counselor's Handbook on Post-High School Education in Kentucky

   b. School Subjects and Jobs

SUPPORTIVE MATERIALS

FOR

SECTION THREE

UNIT TWO

EDUCATION

REFERENCE LIST

Booklets

1. "Stay in High School! Here's Why," American School. (Free)

2. "Wouldn't It Be a Smart Thing for You to Stay in School," U.S. Army Recruiting Command. (Free single copies to teachers and librarians)

Books

1. Counselor's Handbook on Post-High School Education in Kentucky. Kentucky State Department of Education. Includes names, addresses, and programs of vocational and trade schools, business colleges, correspondence schools, and colleges and universities of Kentucky.

2. School Subjects and Jobs by John Brochard, Science Research Associates.

Filmstrips

1. "What Good Is School?" Society for Visual Education

Films

1. "I Never Went Back." AIMS Associated Instructional Materials. (16 min., color. A hard-hitting pointed drama of a high school drop-out. Stresses schooling, training, and a trade as one's investment in oneself.)

2. "Stay in School." BFA Educational Media. (11 min., color. Emphasizes the need for high school and college diplomas. Shows several occupations requiring degrees.)

3. "When I'm Old Enough . . . Goodbye!" Sterling Educational Films. (28 min., B & W. Tells the story of an ambitious youth who drops out of high school only to realize that without education his future is dim.

Kits

1. "Widening Occupational Roles Kit," Science Research Associates. WORK program. (Gives each student an opportunity to explore areas of career opportunity. Helps him expand his knowledge of working world, related jobs, and his own abilities and interests, and to learn more about the education he will need for various occupations.)

Addresses of distributors and publishers can be found in the Appendix.

SCHOOL SUBJECTS AND JOBS*

Directions: Use this form to relate the importance of school subjects to various jobs. Complete the chart with jobs which interest you most.

JOBS	Language Arts	Math	Science	Social Studies	Physical Education	Art	Music	Shop or Home Ec.	Other

Code the entries on the chart

E - ESSENTIAL - Absolutely necessary for success on the job
I - IMPORTANT - Important to success on the job, but may not be an absolute requirement
U - USEFUL - Very useful for the job, but not directly related
S - SOMEWHAT USEFUL - Somewhat useful for the job.

*Excerpts from Career Exploration, A Guide for Teachers (Oklahoma State Department of Vocational and Technical Education) p. 37.

SUBJECT	SUGGESTED CAREERS
Language Arts:	Advertising, TV, theatre arts, office work, sales communications, travel agencies, careers requiring a foreign language
Mathematics:	Business management, statistics, banking, public utilities, sales, restaurants, data processing, engineering, construction
Science:	Meteorology, oceanography, pollution control, health services, plant pathologist, time and motion study, engineering
Social Studies:	Geography, history, travel agencies, job interviewing, foreign service, social service, anthropology, city planning, U.S. postal services
Physical Education:	Physical therapy, safety education, recreation, professional dancing, athletics
Arts and Crafts:	Architecture, interior decoration, cartoon drawing, display art, fashion design, jewelry making, pottery making, textile designing
Music:	Vocal music, instrumental music, private instruction, choir directing, instrument repair
Shop:	Manufacturing, industrial occupations, building construction, sheet metal work
Home Economics:	Cosmetology, tailoring services, child care, restaurant services, home furnishings, hotel or motel housekeeping

SECTION IV

ENTERING THE WORLD OF WORK

UNIT ONE: PERSONAL REQUIREMENTS FOR SECURING A JOB

UNIT TWO: LEGAL REQUIREMENTS FOR SECURING A JOB

by

Martha Keeton

PERSONAL REQUIREMENTS

FOR

SECURING A JOB

UNIT PURPOSE: To provide information to prepare students to complete a satisfactory job application and interview.

PERFORMANCE OBJECTIVES: The student will be able to

I. Complete a satisfactory job application form.

II. Identify a satisfactory job interview.

*It is suggested that each student compile information he receives from this unit by constructing a resource reference file. Papers such as a letter of application, the application form, and other materials presented in this unit can serve as guides when the student is ready to apply for a job.

I. The student will be able to complete a satisfactory job application form.

A. Suggested Content

1. The job application

a. Methods of looking for jobs

(1) Apply in person to places where you would like to work.
(2) Tell friends about your desire to work.
(3) Let counselors and teachers know of your job needs.
(4) Register with public and private employment service offices.
(5) Study the "Help Wanted" ads in your newspaper.
(6) Interview business agents or other officials of local unions.
(7) Ask at your city hall, county seat, or post office about government jobs.

b. Writing a letter of application

(1) Items to include

(a) Writer's address
(b) Date
(c) Name and address of prospective employer
(d) Salutation
(e) Introduction
(f) Personal information
(g) Past experience
(h) Request for a personal interview
(i) Complimentary close
(j) Signature

c. Preparing a personal data sheet

(1) Items to include

(a) Personal information
(b) Skills
(c) Education
(d) Experience
(e) Interests and hobbies
(f) References

d. Completing an application form

(1) Points to consider

(a) Follow directions.
(b) Take time to read each item.
(c) Answer all questions if possible.
(d) Be neat.

B. Suggested Teaching-Learning Activities

1. Build this lesson around the student materials which appear on pp. of the Supportive Materials. Distribute a copy to each student.

   a. Have the students read and discuss "How Do You Look For Jobs?" p. 107. Then have them complete "How Would You Look for a Job?" p. 108. Encourage the class to share their ideas concerning why they checked the items they did.

   b. Distribute the "Help Wanted" ads on p. 109. Ask each student to choose one of the ads, or allow him to select one from the local newspaper, to use as a resource for writing a letter of application. If an address is lacking, help him create one.

   c. Have the class read, discuss, and complete the information on the "Letter of Application" and "Answering a Want Ad by Letter" on pp. 110-111. Direct the letter to the firm named in the Help Wanted ad selected earlier. (Because of this grade level, some of the information may necessarily be fictitious.) After the class has demonstrated an understanding of the principles of writing a letter of application, have each student write his own letter using "Now Write Your Own Letter" on p. 112.

   d. Have the class study and discuss "Making a Personal Data Sheet" on p. 113. Then have each student complete "Now Let's See You Prepare Your Own Personal Data Sheet!" on p. 114.

   e. Present and discuss the exercises on pp. 115-117 relating to completing an application--"Remember These Suggestions When You Fill Out an Application Blank!", "Follow Instructions," and "Suggestions That Will Help You Fill Out an Application Form."

   f. Have the class study and practice completing three kinds of applications for employment which appear in the Supportive Materials: The application for employment on pp. 118-119 is fairly simple; the application for a position as a teacher on pp. 120-123 is more detailed; the application for staff employment on pp. 124-128 is most detailed. Because of the nature of information requested in some items, it will be necessary for the students to furnish fictitious answers.

C. Suggested Evaluation

Have each student complete "Response Employment Application" on pp. 129-130 of the Supportive Materials. The suggestions on p. 115 "Remember These Suggestions When You Fill Out An Application Blank!" can serve as a basis for evaluating each completed form.

D. Suggested Resources

1. Books

   a. Help Yourself to a Job: Part 1

   b. I Want a Job

2. Booklets

   a. "Getting the Right Job,"

3. Films

   a. "Applying for a Job"

4. Filmstrips

   a. "The ABC's of Getting and Keeping a Job"

5. Student Materials

   a. "How Do You Look for Jobs?" p. 107

   b. "How Would You Look for a Job?" p. 108

   c. "Help Wanted," p. 109

   d. "Letter of Application," p. 110

   e. "Answering a Want Ad by Letter," pp. 111

   f. "Now Write Your Own Letter," p. 112

   g. "Making a Personal Data Sheet," p. 113

   h. "Now Let's See You Prepare Your Own Personal Data Sheet," p. 114

   i. "Remember These Suggestions When You Fill Out an Application Blank!" p. 115

   j. "Follow Instructions," p. 116

   k. "Suggestions That Will Help You Fill Out An Application Form," p. 117

   l. "Application for Employment," pp. 118-119

   m. "Application for Teacher," pp. 120-123

   n. "Application for Staff Employment," pp. 124-128

   o. "Response Employment Application," pp. 129-130

II. The student will be able to identify a satisfactory job interview.

A. Suggested Content

1. The job interview

a. Appropriate personal appearance

(1) Girls

(a) Wear basic dress.
(b) Wear conservative jewelry, nylons, simple shoes, and gloves.
(c) Carry uncluttered handbag.

(2) Boys

(a) Wear suit (preferably) or a conservative sport jacket and slacks.
(b) Wear dress shirt, necktie, and business-type shoes.

(3) Both sexes

(a) Be sure hair is clean and well groomed.
(b) Be sure hands are attractive.
(c) Be sure clothing and accessories are fresh, clean, and in good repair.
(d) Be sure shoes are unscuffed, polished, and heels are not run down.
(e) Avoid bulging, bagging pockets and clothing stretched out of line.

b. Securing the interview

(1) By letter

(a) Write clear, concise sentences.
(b) Keep letter short, preferably one page.
(c) Type letter or write it legibly.

(2) By telephone

(a) Make call courteous and businesslike.
(b) Speak plainly and distinctly.
(c) Give your name clearly.
(d) Know name of the person who is to interview you.
(e) Know how to pronounce interviewer's name correctly.
(f) Make written memo of time, place, and name of person to whom you are to report.
(g) As soon as the appointment is scheduled, thank person making the appointment.

(3) In person

(a) Inform appropriate person (receptionist, secretary, storekeeper, etc.,) that you are answering ad they have posted.
(b) Explain your interest in job.
(c) State why you feel qualified for the job.

c. Advanced preparation for the interview

(1) Learn interviewer's name and learn to pronounce it correctly.

(2) Learn as much as possible about firm.

(3) Determine personal information and personal items which may be needed for interview.

(a) Address
(b) Telephone number
(c) Social Security number
(d) Official school record
(e) Addresses of places of residence for the past few years
(f) Selective Service classification, Selective Service Board telephone number and address, and Reserve status (if any)
(g) Proof of age
(h) Work permit
(i) Health certificate
(j) Driver's license
(k) Union card
(l) Note pad and pencil

(4) Go for interview alone

d. The interview process

(1) Arrival

(a) Plan to arrive slightly ahead of time--five to fifteen minutes.
(b) Introduce yourself to secretary or receptionist.
(c) Be alert and interested while waiting.
(d) Introduce yourself to employer if individual showing you to his desk does not do so.

(2) Facing the interviewer

(a) Personal conduct
--Sit only when invited to do so.
--Do not smoke or chew gum.
--Do not use slang.
--Avoid fidgeting and nervous mannerisms.

—Avoid leaning or slouching when sitting or standing.
--Do not lean on the prospective employer's desk or touch anything on it.

(b) Extras that make a good impression

—Demonstrate knowledge of the firm.
--Maintain pleasant expression.
--Assert attitude of honesty, friendliness, and sincerity.
--Give answers that contribute to conversation rather than simple yes or no answers.
--Present neat copy of personal data sheet
--Listen carefully.
--Indicate positive attitude.

(3) Departure

(a) Watch for signs that interview is completed.
(b) Thank interviewer for his time.
(c) Leave immediately.

(4) Reasons people fail to get jobs they seek

(a) Lack of training
(b) Inappropriate attitude
(c) Careless appearance
(d) Failure to go to interview alone
(e) Tardiness
(f) Unfriendly manners

B. Suggested Teaching-Learning Activities

1. Invite one or more resource people to talk about personal appearance. Here are some suggestions:

a. Nurse to talk about health and grooming

b. Home economics teacher to talk about the importance of nutrition and diet and how it affects the worker

c. Physical education teacher to talk about physical fitness and how it relates to becoming an effective worker

d. Beautician and/or barber to demonstrate skin care, make-up, nail care, hair care and styling

e. Person from a men's clothing store to discuss appropriate dress and grooming for men

2. Have the students complete the "Grooming Checklist" on pp. 131-132 and the "Physical Fitness Checklist" on p. 133 of the Supportive Materials. Ask them to list things they think are necessary for being well groomed.

3. Have the students analyze transparencies on appropriate dress on pp. 134-135 of the Supportive Materials. Discuss why extreme hair cuts, sloppy shoes, baggy pants, or a wrinkled dress or shirt might make a poor impression on the interviewer.

4. Have small groups make posters of appropriate clothing to be worn for an interview. Use pictures from magazines and catalogs.

5. Have the students determine acceptable ways to secure an appointment for an interview. Use "Securing an Appointment for an Interview" on p. 136 of the Supportive Materials as a guide for writing letters and telephoning.

   a. Have the students discuss and analyze the "Letter Asking for a Job Interview" on p. 137 of the Supportive Materials. Then have them write an acceptable letter requesting an interview for a job advertised in the paper. A "Form for Writing Letter for an Interview" is on p. 138.

   b. Have two students role play telephoning to request an interview. "On the Telephone" on p. 139 of the Supportive Materials can serve as a guide.

   or

   Distribute copies of "On the Telephone" on p. 139 and have each student furnish the information necessary to complete the message.

6. Concerning advanced preparation for the interview, have the class participate in some of the following activities:

   a. Conduct discussions

      (1) Incidences when people have been offended because their names were improperly pronounced.

      (2) Why making the effort to pronounce someone's name correctly would evaluate their estimation of the speaker.

      (3) The effect that knowledge of a firm in which there is an opening might have on one's chances of securing the job. (Lead the class to realize that a knowledge of the firm will enable one to suggest ways in which he can be of service and talk intelligently with the interviewer.)

(4) Reasons why one should go alone to the interview rather than taking along a friend or relative.

b. Invite a resource person to discuss how to prepare for an interview and to conduct an interview with one or more students. Suggested resource people are a representative of an employment agency, a personnel manager, a bank president, a hospital administrator, or a building contractor.

c. Have the students list the steps to take in preparing for a job interview.

7. Present the items from Section d, The Interview Process, which appears under Content. Have the students determine how each item will affect the interviewee's changes of obtaining employment. To support the more important concepts, project on an overhead the transparencies on pp. 140-143 of the Supportive Materials.

a. Have the students demonstrate good manners to be observed during the interview.

b. Have the students answer these questions:

(1) How do you determine when the interview is completed?
(2) What does the interviewee do at departure?

c. Have the students explain why some people fail to get the job they seek, including negative factors evaluated during the job interview.

C. Suggested Evaluation

Arrange for a class presentation of the skit "The Job Interview," pp. 144-146 of the Supportive Materials. Use a tape recorder to help evaluate voice quality and to review the pros and cons of the interview. Have each student rate each interview by completing the rating sheet on p. 147. On the basis of the rating sheets, have each student determine the best interview and support his decision by writing a paragraph. Base the evaluation on the student's ability to identify the successful interview.

D. Suggested Resources

1. Books

a. How You Look and Dress

b. The Job You Want

2. Booklets

   a. "Clothing for Young Men"

   b. "Getting the Right Job"

   c. "Health and Grooming"

   d. "Know How to Dress and Look"

   e. "Let's Concentrate on You"

   f. "Ma and Sue on a Job Interview"

   g. "Making the Most of Your Job Interview"

   h. "Posture on Parade"

   i. "Teaching Grooming to Teen-Age Girls and Boys"

3. Films

   a. "A Time and a Place"

   b. "Beauty in the Make-Up"

   c. "Dressing Up"

4. Filmstrips

   a. "Grooming for Boys"

   b. "Grooming for Girls"

   c. "How Food Becomes You"

   d. "Preparing for an Interview"

   e. "Your Job Interview"

5. Posters

   a. "Good Grooming Is a Reflection on You"

6. Student Materials

   a. "Grooming Checklist," pp. 131-132

   b. "Physical Fitness Checklist," p. 133

   c. "Securing An Appointment for an Interview," p. 136

   d. "Letter Asking for a Job Interview," p. 137

e. "Form for Writing Letter for an Interview," p. 138

f. "On the Telephone," p. 139

g. "The Job Interview," p. 144-146

h. "Job Interview Rating Sheet," p. 147

7. Transparency Masters

a. "Appropriate Dress for the Interview - Male," p. 134

b. "Appropriate Dress for the Interview - Female," p. 135

SUPPORTIVE MATERIALS

REFERENCE LIST

Books

1. Help Yourself to a Job: Part I by Yvette Dogin, Finney Company. (Covers the various steps leading to a job, including filling out an application form)

2. How You Look and Dress by Byrta Carson, McGraw-Hill Book Company, Webster Division

3. I Want a Job by Margaret Hudson and Ann Weaver, Frank E. Richards

4. The Job You Want by Margaret E. Andrews, McGraw-Hill Book Company.

Booklets

1. "Clothing for Young Men," National Education Association. (Free.)

2. "Getting the Right Job," The Glidden Company. (Free)

3. "Health and Grooming," Bristol-Meyers Company. (Free)

4. "Know How to Dress and Look," Avon Products, Inc. (Free)

5. "Let's Concentrate on You," Proctor and Gamble. (Free)

6. "Ma and Sue on a Job Interview," Methods and Materials Press.

7. "Making the Most of Your Job Interview," New York Life Insurance Company. (Free)

8. "Posture on Parade," National Dairy Council. (Free)

Films

1. "A Time and a Place," (boys), Avon Educational Service. (Free loan)

2. "Applying for a Job," Sterling Educational Films. (Highlights with gentle humor the mistakes made in interviews which impair chances. Follows with a sequence demonstrating the right way to apply. 11 min., color)

3. "Beauty in the Make-Up," (girls), Association Films. (Free loan)

4. "Dressing Up," Association Films. (Free loan)

*Addresses of publishers and distributors can be found in the Appendix.

Filmstrips

1. "The ABC's of Getting and Keeping a Job," Eyegate House. (Designed for the noncollege bound student. Contains a teacher's manual complete with unit plans and test. Can be used in conjunction with occupational education, vocational guidance, etc. Set of 8 with records, teacher's manual, color.) Individual filmstrip titles:

   The ABC's of Getting and Keeping a Job
   Preparing for the Job You Want
   Applying for the Job You Want
   On the Job
   Budgeting Your Money
   Labor Unions
   Health Rules to Follow
   Quizstrip

2. "Grooming for Boys," Stanley Bownar Company, Inc.

3. "Grooming for Girls," Stanley Bownar Company, Inc.

4. "How Food Becomes You," National Dairy Council. (Free loan)

5. "Preparing for an Interview," J. C. Penney Company.

6. "Your Job Interview," Guidance Associates. (Set of 2. Part I shows students how to prepare for the successful interview; how to organize and write a resume, research the company, be ready to enlarge on resume information, and respond to questions by emphasizing experience most relevant to each job situation. Part II examines how to dress for the interview, how to control voice and manner, when to ask questions, and how and when to discuss salary and working conditions. Includes a discussion by personnel managers of common mistakes job seekers make and what impresses them. Records and discussion guide.)

Posters

1. "Good Grooming is a Reflection on You," Avon Products. (Free)

HOW DO YOU LOOK FOR JOBS?

There are six or seven ways which will work--which will get you a job?

1. Let all your friends know that you are looking for a job.

2. Tell other people whom you know casually: the local grocer, building or office janitor, policemen, teacher--anyone who might know of a job for you. Don't harass them, but remind them occasionally that you are still looking for a job.

3. Another possibility is the local NYC or the State Employment Agency. Many large and small businesses turn in a list of their job openings to these agencies. The employment agency can match the company's needs to your qualifications.

4. A fourth method is one that requires considerable effort. It can be tiring and often discouraging, yet it very often pays off. Make a list of all the businesses in your own neighborhood and then simply start knocking on doors. One of these doors might be the right one. Local businessmen often prefer to hire local men for the jobs.

5. Have you ever noticed the help wanted advertisements in the back section of most newspapers? Do that tonight. These ads usually ask that you reply in one of several ways:

   a. Call to schedule an interview.
   b. Write a letter giving your qualifications.
   c. Apply in person.
   d. Call to have an application sent to you.

6. Occasionally your high school is able to find jobs for students. The counselors are in touch with local businesses and are aware of some job openings. Also businessesmen and neighbors ask for student help (usually for seasonal or part-time employment).

7. One area which people often forget about as they look for a job is the yellow pages of the telephone directory.

8. Are there any other areas that you can think of which offer leads for employment?

HOW WOULD YOU LOOK FOR A JOB?

Place a ( ) in front of the following ways you would use in looking for a job.

_____ Apply in person to places where you would like to work.

_____ Tell friends about your desire to work.

_____ Let counselors and teachers know of your job needs.

_____ Register with public and private employment service offices.

_____ Study the "help wanted" ads in your newspaper.

_____ Interview business agents or other officials of local unions.

_____ Ask at your city hall, county seat, or post office about government jobs.

_____

HELP WANTED

CATALINA MOTEL under new management—Taking applications from ages 17 on to work as busboy and part-time clerk. Hours: 5 p.m. to 9 p.m., Mon.-Sat.

CARPENTERS WANTED — Layout carpenter. Call 254-9960.

CARPENTERS — For framing and finish work. Good pay for good men. Apply 130 Burt Rd. Joe M. Hawkins and Co. General Contractors.

FULL—Part time. Fast moving counter girl. Must make change manually. McDonalds, 771 New Circle.

EXPERIENCED bookkeeeper needed. Apply Gracie Maid Ice Cream Co.

MAIDS

Apply in person Holiday Inn North I-75 and Newtown Pike between 8 a.m. and 4 p.m.

ELECTRONICS TECHNICIAN

Field engr — Installing — troubleshooting sophisticated automated equipment. Car furnished & expenses paid. $8000. Call Ben Rayfield 233-0583. Snelling & Snelling.

MATURE LADY--Dairy Queen--Hours negotiable, approximately 9-3 daily 255-5658, or see Mr. Brown, 684 New Circle Road N.E.

ATTRACTIVE SALESLADY to call on established businesses - Advertising experience helpful, but will train. Call 277-4804 for an appointment.

IMMEDIATE OPENING. Part time or registered LPN nurse. 3 a.m.-11 p.m. Thursday and Friday. Apply 9 a.m.-2:30 p.m., Monday-Friday Cardinal Hill Hospital, 2050 Versailles Rd.

LEGAL SECRETARY — typing and shorthand required. Reply to Herald Leader Box 334.

LETTER OF APPLICATION

Sometime you may find a job in the newspaper that you are very interested in. The ad may give you an address to write to. In this case you will be required to write a letter of application. If you can write a neat, correct letter, then your chances of getting an interview are greatly improved. On the following page is an example of answering a want ad by letter. Study this example. See how well you can do and write your own letter of application.

ANSWERING A WANT AD BY LETTER

Your address

120 High Street
Lexington, KY 40503

Date

April 20, 1974

Name and address

Mr. Frank Collins
Premium Oil Company
310 Hill St.
Louisville, KY 40201

Salutation

Dear Mr. Collins:

Introduction

I am writing to you to apply for the managerial job that you advertised in The Louisville Times on April 18. The following information tells of my qualifications.

Information

I am _____ years old and a graduate of the _____ School. I completed a _____ course in _____ and have also had courses in _____, _____, _____.

Past work experience

Last summer I worked full time as an _____. My supervisor was _____.

Request for a personal interview

I am sure I could do a good job for you as _____. I would greatly appreciate a personal interview. If you wish to call me, my telephone number is _____.

Sincerely yours,

Jane Mason

NOW WRITE YOUR OWN LETTER

_____
(Your street address)

_____
(Your city and state)

_____
(Today's Date

_____
(Person's name of his job with the company)

_____
(Name of company)

_____
(Street address)

_____
(City and state)

Dear Mr._____:

_____

_____

_____

_____

_____

_____

_____

_____

Sincerely,

_____
(Sign your name)

_____
(Print your name)

MAKING A PERSONAL DATA SHEET

If you write a letter of application to a company, you should include a personal data sheet. It should show all the important information about yourself that you would be asked to give on an application form. It would also be helpful to take with you when you go to a business to fill out an application. You should make a number of copies of your personal data sheet and include one with each letter of application to employers.

PERSONAL DATA

Personal

Name--Judy Potter
Address--714 Camel Drive, Lexington, Kentucky 40504, Phone 255-8723
Age--17
Height--5 feet, 7 inches
Weight--136 pounds
Health--Excellent

Skills

Type 60 words a minute
Take shorthand 100 words a minute
Use calculator
Read blueprints or plans
Use sewing machine
Play the piano

Education

Junior at Lafayette High School

Subjects studies--

Distributive Education, 1 year	History, 2 years
Typing, 2 years	English, 3 years
Science, 2 years	Office Practice, 1/2 year

Experience

Worked last summer as a receptionist at Lay Life Insurance Co.

Outside Interests and Hobbies

Tennis, Swimming, Cooking

References

Mr. Louis Jones, Manager Lay Life Insurance Co., 123 Main Street, Lexington, Kentucky 40508

Mrs. Elaine S. Prewitt, Work-Experience Counselor, Lafayette High School, 400 Reed Lane, Lexington, Kentucky 40503

Miss Carol Alan, Typing teacher, Lafayette High School, 400 Reed Lane, Lexington, Kentucky 40503

NOW LET'S SEE YOU PREPARE YOUR OWN PERSONAL DATA SHEET!

PERSONAL DATA

Personal

Name

Address

Age

Weight

Height

Health

Skills

Education

Experience

Outside Interests and Hobbies

References

REMEMBER THESE SUGGESTIONS WHEN YOU
FILL OUT AN APPLICATION BLANK!

1. Do not hurry! Take time to read each item.

2. Follow the directions. Should the information be printed or handwritten? Is your last name first or last? Unless stated otherwise, you should use ink.

3. Plan carefully! Think of what you are going to write and how much space it will require. Avoid erasures and strikeouts.

4. Answer all questions if possible. For questions for which you have no answer--draw a horizontal line in the space. This shows that you read the question.

5. Be neat! Don't make ink smudges. Don't wrinkle or fold the application blank.

6. Be prepared! You should have a list of references, their addresses and phone numbers written down. This could be on your personal resume.

FOLLOW INSTRUCTIONS

Rules

If the form doesn't tell you whether to circle, check, underline, or place an X, follow this rule:

If there is a small line or box--use _____ or _____.
Example: _____ arithmetic _____ typing

If there is no line or box--circle or underline.
Example: $60 $70 $80 $90

If you see this: Mr. put neat lines through the ones you're not.
Miss
Mrs.

Example: Mr.
Miss
Mrs.

Exercises

1. Circle the last grade of school completed. 5 6 7 8 9 10 11 12

2. Do you: Rent Board Own Live with parents

3. _____ _____
Male Female

4. Indicate your marital status with a check: _____Single _____Widow
_____Married _____Divorced

5. Underline the skills you have: Type Drive a car Take shorthand
Use hand tools

6. Average grade in school: A B C D F

7. Please print
Mr.
Miss
Mrs. _____
(Last) (First) (Middle Initial)

8. Your school Date
Name From To
_____ _____

SUGGESTIONS THAT WILL HELP YOU FILL OUT AN APPLICATION FORM

1. Fill out the application form in ink--or use a typewriter.

2. Answer every question that applies to you. If a question does not apply, you may write "NA," meaning not applicable, or draw a line through the space to show that you did not overlook the question.

3. Give your complete address, including your zip code.

4. The question on marital status simply means whether you are single, married, separated, divorced or widowed.

5. Spell correctly. (If you aren't sure about how to spell a word, try to use another word with the same meaning.)

6. A question on job preference or "job for which you are applying" should be answered with a specific job title or type of work. Do not write "anything"--employers expect you to state what kind of work you can do.

7. The question on place of birth means the city and state in which you were born--not the name of the hospital.

8. Try to have in mind all of the schools you have attended and the dates of your attendance. (If there are several, it is a good idea to write them down before you apply for a job.)

9. Be prepared to list several good references. You should ask permission of those you plan to list. Some good references may include: the pastor of your church, a teacher who knows you well, friends who are established in business.

10. When you write or sign your name on the application, use your correct name--not a "nickname."

11. Be as neat as possible. (The employer expects that your application will be an example of your best work.)

12. Be sure you follow directions. If the directions are to print or write. Last name first, etc.

In the following application blank, practice filling it out. Using the 12 suggestions, put the number of the suggestion where it applies and circle the number.

Example: _____

Street City State Zip

APPLICATION FOR EMPLOYMENT

Position Applied For_____ Class_____
Teacher_____

Name _____ Home Telephone _____
Last First Middle

Address_____
Number Street City State Zip

Sex: M____ F____ Birth Date:_____ Age:_____

Color of Hair:_____ Eyes: _____ Height:_____Weight:_____

IN CASE OF EMERGENCY NOTIFY:

Name_____

Address_____ Phone _____

_____

EDUCATION: NAME OF SCHOOL LOCATION

_____

Grade School

_____

Junior High School

_____

Subjects you like_____

Subjects you do not like_____

Hobbies and interests_____

_____

_____

References:

1. Name_____ Address_____

   Position _____ Phone _____

2. Name_____ Address_____

   Position _____ Phone _____

3. Name_____ Address_____

   Position _____ Phone _____

I hereby certify that to the best of my knowledge the above information is correct.

SIGNATURE OF APPLICANT_____ DATE _____

APPLICATION

OF

M _____

Present Address _____

_____

Until _____, 19____ Phone_____

Permanent Address _____ Phone_____

_____

FOR POSITION AS TEACHER OF

_____

(Indicate grades or if High School subjects in order of preference)

_____

I prefer a position in the _____

(Name of School)

Date _____

NOTE: The applicant should exercise the greatest care in preparing this blank. Information given herein becomes a legal part of the contract in case of selection. Do not omit any item.

Will you agree to be ethical in your dealings with your fellow teachers?_____ Will you abide by the rules and regulations of the Madison County Board of Education?_____

LIST THREE SCHOOLS TAUGHT	WHERE	GRADE OR SUBJECT	NO. MONTHS	SALARY

References: These should be persons qualified to answer concerning your fitness for the position you seek. Include especially superintendents and principals under whom you have taught. Indicate any who are related to you.

NAME	COMPLETE ADDRESS	OCCUPATION

Note: Applicant will not write in spaces below.

ASSIGNMENTS

ELECTED	DATES	SCHOOL YEAR	SALARY	POSITION ASSIGNED	SCHOOL

Number of years as: Superintendent _____ Principal _____

High School teacher _____ Elementary teacher _____ Experience in extra-curricular activities in college _____

Athletics in college _____

Add here any additional information which you believe will assist in arriving at a true estimate of your qualifications.

_____

_____

PERSONAL DATA

Birth Date _____ Social Security No. _____ Race _____

Age _____ Height _____ Weight _____ Nationality _____ Married _____

Spouses full name _____ Number of children _____ Age of youngest _____ Have you ever been married? _____

Condition of health _____ Will you furnish health certificate from the Madison County Health Department? _____ Are you defective in sight or hearing? _____

Have you any other physical defects? _____ Are you a church member? _____

Give exact title and grade of certificate you hold _____

Do you sing _____ List instruments that you play _____

Can you teach music? _____ Penmanship? _____ Art? _____ Sewing? _____

Cooking? _____ Manual Training? _____ Physical Training? _____ Other Special subjects _____

Will you supervise the playground? _____ Underscore any of the following which you are able to coach or direct succesfully: Orchestra, band, boys chorus, girls chorus, rhythm band, sextette band, debate, plays, science clubs, declamation, football, basketball, track, tennis, baseball, boxing, wrestling, playground activities, girl scouting, boy scouting. Are you willing to follow the time schedule as outlined by the school principal? _____

SCHOOL ATTENDED	NAME OF SCHOOL	WHERE	WHEN	CREDIT	STANDING
ELEMENTARY					
ELEMENTARY					
HIGH SCHOOL					
HIGH SCHOOL					

HIGH SCHOOL TRAINING

SUBJECT	UNIT	GRADE	SUBJECT	UNIT	GRADE
ENGLISH			MATH.		
SCIENCE			SOCIAL SCIENCE		
FOREIGN LANGUAGE			COMMERCE		

Experience in athletics in high school _____

High School club work _____

COLLEGE ATTENDED	NAME OF SCHOOL	WHERE	WHEN	CREDIT	STANDING	DEGREE
COLLEGE						
COLLEGE						
POST GRADUATE						

COLLEGE TRAINING

SUBJECT	HRS. or CREDITS	GRADE	SUBJECT	UNIT	GRADE
FOREIGN LANGUAGE	– X X –	– X X –	EDUCATION	– X X –	– X X –
FRENCH			ELEMENTARY		
SPANISH			SECONDARY		
LATIN			HOME ECONOMICS		
AGRICULTURE			INDUSTRIAL ARTS		
ART			LIBRARY SCIENCE		
BIOLOGY			MATHEMATICS		
CHEMISTRY			MUSIC		
COMMERCE			PHYSICAL EDUCATION		
ENGLISH			PHYSICS		
HEALTH			SOCIAL SCIENCE		

My practice teaching was in _____

I prefer to teach _____
(Subject or grade)

This application shall be kept active for a period of SIX MONTHS from the date of your last visit.

APPLICATION FOR STAFF EMPLOYMENT

"AN EQUAL OPPORTUNITY EMPLOYER"

Code _____

(APPLICANT — DO NOT WRITE IN THIS SPACE)

Date _____

PER 001 (Rev. 1 74)

(Please Type, Print or Write Legibly)

Social Security No. _____

PERSONAL DATA

Name _____ (Last) (First) (Middle) (Maiden)

Telephone No. _____ (Include area code)

Present Address _____ (Number, Street, City, County, State and Zip Code)

How Long Have You Lived At This Address? _____

Previous Address _____

How Long Did You Live There? _____

Person to Notify in Emergency _____ (Name) (Relationship) (Address) (Area Code) (Telephone No.)

Date of Birth (Month, Day, Year)	Sex Male ☐ Female ☐	Height Weight	Dependents Number	Relationship	U.S. Citizen Yes ☐ No ☐ If no, State type of Visa

List any Physical Defects or Limitations on Your Ability to Perform any Job or on Your Availability for work: _____

If You Become Employed, How Long Would You Expect to Remain? _____

Name any Relatives now Employed by the _____ (Relationship and Department) _____

JOB INTEREST

Position(s) Applied for or Preferred (1) _____, or (2) _____

Date Available for Work _____ Minimum Acceptable Starting Salary _____

Mark Time Basis and Shifts You Would Accept: ☐ Full-time ☐ Part-time ☐ Permanent ☐ Temporary ☐ Days Only ☐ Nights ☐ Evenings ☐ Week Ends ☐ Rotating Shifts

EDUCATION AND TRAINING

School	Name of School	Address/Location	Circle Highest Grade Completed	Last Year Attended	Year Graduated	Certificate/ Degree/Major
Elementary			1 2 3 4 5 6 7 8			
High			9 10 11 12			
Tech. or Trade						
Business College			1 2 3 4 5 6 7			
College or University						
Other						

List Scholastic Honor(s) and Achievements: _____ (OVER)

List subjects taken which would be related to the position you prefe _____

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EMPLOYMENT HISTORY

(Beginning with the most recent position, list below the name(s) of all your former employer(s)

(A RESUME MAY BE SUBSTITUTED FOR INFORMATION BELOW)

	Employment Data				Description Of Duties For Each Position
Present or Last Position	Date employed: Month	Year	Date separated: Month	Year	List your regular and special activities and responsibilities.
	Title of position held				
	Full-time	Part-time	Hours per week		
	Starting salary		Last salary		
	Reason for leaving				
	Name of employing firm				
	Complete address of firm				
	Kind of business				
	Number and title of employee(s) you supervised				
	Immediate supervisor		Title		
Next Previous Position	Date employed: Month	Year	Date separated: Month	Year	
	Title of position held				
	Full-time	Part-time	Hours per week		
	Starting salary		Last salary		
	Reason for leaving				
	Name of employing firm				
	Complete address of firm				
	Kind of business				
	Number and title of employee(s) you supervised				
	Immediate supervisor		Title		

SPECIAL QUALIFICATIONS AND SKILLS

Kind of License or Certificate (for example: Teacher, Reg. Nurse, Tech., CPA, etc.)	Name and Address of State or Other Licensing Authority	Year of First License or Certificate	Year of Latest License or Certificate

Special skills you possess and machines and equipment you can use (for example, multilith, comptometer, key punch, transcribing machine, scientific or professional devices, etc.)

Estimated Words per Minute	
Typing	Shorthand

Special qualifications not covered in application (for example your most important publications, patents or invention, public speaking and publication experience, membership in professional or scientific societies, etc.)

Can you drive an automobile? Yes ☐ No ☐ Do you possess a current driver's license? Yes ☐ No ☐

U.S. MILITARY AFFILIATIONS

Veteran? Yes ☐ No ☐ Branch ..... Date(s) ..... to .....

Discharge: Honorable ☐, Medical ☐, Other ☐ .....

Present Status: Inactive ☐, Active Reserve ☐, National Guard ☐, Other ☐ ..... Final Date of Discharge Obligation .....

PERSONAL REFERENCES

(Give names of 3 persons who have known you more than 3 years. Do not give relatives or employers)

Name in Full	Complete Mailing Address	Occupation	Years Known

HAVE YOU EVER BEEN INDICTED, CONVICTED, IMPRISONED OR FINED FOR ANY VIOLATION OTHER THAN TRAFFIC LAW? Yes ☐ No ☐ If yes, explain—giving date(s) and location(s) .....

APPLICANT: DO NOT WRITE IN SPACE BELOW

Interviewer's Comments:

REFERRAL RECORD

Date	Department	Pos. / Int.

CERTIFICATE OF APPLICANT

I certify that all answers to the questions in this application are true, and I further understand that any false statement in this application will be sufficient grounds for rejection of the application, or termination of employment without notice. I authorize to make all necessary and appropriate investigation to verify the information contained herein and check work performance.

Signature of Applicant

Next Previous Position

Date employed: Month Year Date separated: Month Year

Title of position held

Full-time Part-time Hours per week

Starting salary Last salary

Reason for leaving

Name of employing firm

Complete address of firm

Kind of business

Number and title of employee(s) you supervised

Immediate supervisor Title

Next Previous Position

Date employed: Month Year Date separated: Month Year

Title of position held

Full-time Part-time Hours per week

Starting salary Last salary

Reason for leaving

Name of employing firm

Complete address of firm

Kind of business

Number and title of employee(s) you supervised

Immediate supervisor Title

(Complete a section for each position held—attach additional sheets if necessary)

Why do you wish to leave your present employer? .....

May we contact your present employer regarding your qualifications? .....

Have you ever been discharged from any position? ..... If so, why? .....

Have you ever been previously employed by the University? ..... If so, give full name under which you were employed, date(s) of employment, and department .....

(OVER)

PERSONNEL DIVISION
Form 1-A (Rev. 10-72)

Health Questionnaire

Name ..... Social Security No. ..... / ..... / .....

1. When did you last see a doctor? .....
   What was the purpose? .....

2. Has any blood relative
   (parent, brother, sister, child) or (husband or wife) had:

(PLEASE CHECK ALL ITEMS)

Yes	No		Relationship
		Tuberculosis	
		Convulsions or seizures	
		Heart Disease	
		Cancer	
		Diabetes	
		Asthma, hayfever or hives	
		A "nervous breakdown"	

3. List illness, injury or operations you have had in the past five (5) years .....

4. Have you ever had or have you now:

(PLEASE CHECK ALL ITEMS)

	Yes	No		Yes	No		Yes	No
Eye or ear trouble			Asthma			Diabetes		
Rheumatic or scarlet fever			Tuberculosis			"Ulcers" or stomach pains		
Bronchitis or chronic cough			Sinus trouble			"Female troubles"		
Varicose veins			Shortness of breath			Hernia or rupture		
Arthritis or rheumatism			Severe headaches			Back trouble		
Sugar or albumin in urine			Kidney disease			Foot trouble		
Fainting or dizzy spells			Convulsions or seizures			Pain in chest		
Nervous breakdown			Broken bones					

5. List any physical complaints or disabilities at present .....

6. Are you incapacitated at the time of your menstrual periods? Yes ☐ ☐ No Are you pregnant? ☐ Yes No ☐

7. In your opinion, what physical restrictions do you have? .....

8. Do you use or have you ever used Narcotics, Drugs, etc. (not prescribed by physician)? Yes ☐ No ☐ List .....

9. Have you ever received treatment by a psychiatrist? Yes ☐ No ☐

10. Have you ever reported any occupational injury or disease to any of your former employers or received a compensation check for such injury or disease? If so, describe .....

11. Have you ever been rejected for employment for reasons of health? Yes ☐ No ☐

12. Are you willing to take a physical examination at our expense? Yes ☐ No ☐

I certify that the above information is true to the best of my knowledge. I understand that the will rely on such information in hiring me and/or in continuing my employment, also that any misrepresentation of fact shall be grounds for dismissal regardless of when discovered.

.....
Signature Date

RESPONSE
EMPLOYMENT APPLICATION

INSTRUCTIONS

1. Print - in ink
2. Answer all questions fully
3. Sign and date on reverse side

NAME (Last) (First) (Middle)

_____

Permanent Address

_____

_____Single _____Divorced

_____Married _____Widow (er) Age DOB Height Weight M F

_____

U.S. Citizen | Can you submit proof of citizensship within three months? | Can you submit proof of age? (Minors)

_____

No. of dependents (Include yourself) | Ages of children | Names of relatives employed by us

_____

What shift do you prefer? | Do you object to working nights? | Health ___Exc. ___Good ___Fair ___Poor

_____

Minimum rate you expect per hour | Have you ever been arrested? (If yes, explain.)

_____

Jobs you have had in the past five years, starting with most recent. (Include names and addresses of employers and type of work.)

1._____

2._____

3._____

4._____

5._____

Give the names and addresses of three character references
(No relatives.)

1. _____

2. _____

3. _____

_____

Describe the type of work you want:

_____

List (begin with the most recent) schools you have attended and dates.
Include the degrees and honors received.

1. _____

2. _____

3. _____

4. _____

5. _____

_____

On the back, in a paragraph, tell what qualities you posses which
would make you a desirable employee.

_____

Telephone No. _____ Social Security No. _____

_____

GROOMING CHECKLIST

A. General	Yes	No	Sometimes
1. I bathe daily and after strenuous activity.	_____	_____	_____
2. I use deodorant daily.	_____	_____	_____
3. I shampoo my hair weekly or more often.	_____	_____	_____
4. I keep my hair neat and well groomed.	_____	_____	_____
5. I keep my hands and nails clean.	_____	_____	_____
6. I brush my hair daily.	_____	_____	_____
7. I carry a comb with me.	_____	_____	_____
8. I brush my teeth at least twice a day.	_____	_____	_____
9. I take steps to avoid bad breath.	_____	_____	_____
10. I visit the dentist twice a year.	_____	_____	_____
11. I choose clothing suitable for each activity.	_____	_____	_____
12. I keep my clothes mended, clean and pressed.	_____	_____	_____
13. I keep my feet clean and dry.	_____	_____	_____
14. My shoes are in good repair and polished.	_____	_____	_____
15. I sit up straight in a chair and avoid slouching.	_____	_____	_____
16. I walk erect with my body in a straight line.	_____	_____	_____
B. Girls			
1. My make-up is properly applied and natural looking.	_____	_____	_____
2. I carry uncluttered handbags.	_____	_____	_____
3. I wear conservative accessories.	_____	_____	_____
4. I do not use strong scented perfumes.	_____	_____	_____

C. Boys	Yes	No	Sometimes
1. I shave regularly.	_____	_____	_____
2. I wash my face with soap, water and a cloth.	_____	_____	_____
3. I choose accessories that harmonize with my outfits.	_____	_____	_____
4. I wear clothes that are moderately conservative.	_____	_____	_____
5. I wear a clean shirt daily.	_____	_____	_____

PHYSICAL FITNESS CHECKLIST

		Yes	No	Sometimes
1.	Is your posture good--(sitting, standing, walking)?	_____	_____	_____
2.	Do you sleep 8 hours nightly?	_____	_____	_____
3.	Is your weight in the normal range?	_____	_____	_____
4.	Are you usually free from illness, pain, discomfort?	_____	_____	_____
5.	Do you have sufficient energy for work and recreation?	_____	_____	_____
6.	Are you susceptible to colds?	_____	_____	_____
7.	Is your skin a good color and texture?	_____	_____	_____
8.	Is your hearing good?	_____	_____	_____
9.	Are your teeth in good repair?	_____	_____	_____
10.	Do you eat a balanced diet daily?	_____	_____	_____
11.	Do you get sufficient exercise requlary?	_____	_____	_____

a. List physical activities and sports which are part of your regular weekly schedule.

(1)

(2)

(3)

12.	Do you wear protective clothing and foot wear when the weather is inclement, to protect your health?	_____	_____	_____

Upon completing check list, determine what you need to do to improve your physical fitness.

APPROPRIATE DRESS FOR THE INTERVIEW - MALE

YES

NO

Hair Neat

Clean Shaven or Trimmed

Clothes — In Style, But Not a Fad

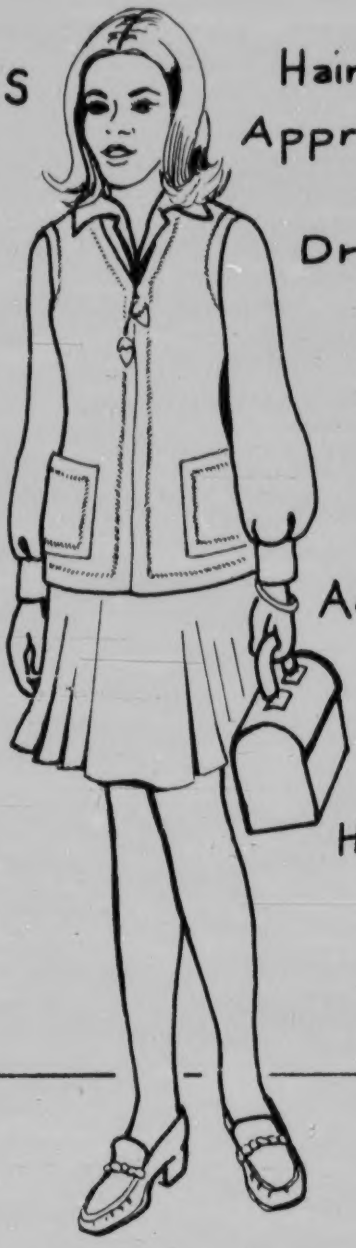
Fingernails Clean

Shoes Shined

GH OWENS, INST MATL LAB, UK - 745-1

APPROPRIATE DRESS FOR THE INTERVIEW - FEMALE

YES



Hair Style Simple
Appropriate Makeup

Dress —
In Style, But
Not a Fad

Accessories —
Simple, Clean
& Matching

Hose —
Flesh Colored
or Coordinated

NO

G.H. OWENS, INST. MATL. LAB., U.K., 745-3

SECURING AN APPOINTMENT FOR AN INTERVIEW

After studying where to get a job and how to write a good letter of application, you have to get an interview.

There are three ways of getting an interview; you will practice all three ways in class--so when you try for an interview on your own, you will be familiar with what you should do. Read this carefully, then practice calling--using a teletrainer if your teacher can get one. You will also have a chance to practice writing a letter.

I. By Letter

A. Write clear, concise sentences.

B. Keep the letter short, preferably one page.

C. Type the letter or write it legibly.

II. By Telephone

A. Make your call courteous and business-like.

B. Speak plainly and distinctly.

C. Give your name clearly.

D. Know the name of the person who is to interview you.

E. Know how to pronounce the interviewer's name correctly.

F. Make a written memo of time, place and name of person to whom you are to report.

G. As soon as the appointment is scheduled, thank the person making the appointment.

III. By Applying in Person

A. Inform the appropriate person (receptionist, secretary, storekeeper, etc.) that you are answering the ad they have posted.

B. Explain your interest in the job.

C. State why you feel you are qualified for the job.

LETTER ASKING FOR A JOB INTERVIEW

CAREFULLY STUDY THIS!

Example of a business letter asking for a job interview. When you think you are familiar with the correct form and what goes in the letter--go to the next page and write your own letter.

3804 Corbett Street
Lexington, Kentucky
February 15, 1973

Mr. Tom Jones
Fashion Shop
2231 Main Street
Lexington, Kentucky 40507

Dear Mr. Jones:

Do you have an opening in the display section of your store? If so, I would like to work for you as a beginning window designer.

I am 18 years old and will graduate from high school this summer. I can begin to work in June. I have not had any business experience, but I am interested in art and display. I will do my best to become a good employee.

May I have an interview with you at your convenience.

Sincerely,

Fran Smith

FORM FOR WRITING LETTER
FOR AN INTERVIEW

From your local newspaper, choose an ad for a job that interests you and write a letter of request for an interview.

_____
Street Address

_____
City, State and Zip Code

_____
Today's Date

_____
Name of the person in charge

_____
Company's Name

_____
Street Address

_____
City, State and Zip Code

Dear Mr. _____:

Sincerely,

_____
Write your name

_____
Type or print your name

ON THE TELEPHONE

An employer has given his phone number in a want ad. You call about the job and to get an interview.

STUDENT: Hello, I'm _____. I am calling about your ad in the
(your name)

_____ for a _____
(your local paper) (the job you want)

BUSINESSMAN: Yes, how old are you?

STUDENT: I'm _____years old. I am a _____ at _____
School and I want a part-time job to make a little extra money.

BUSINESSMAN: You're not interested in a full-time job now?

STUDENT: No, not right now. You see, I have to finish school first before I can work full-time. I will be interested in a full-time job in a couple of years though, after I am finished with high school.

BUSINESSMAN: Have you had any experience as a _____?
(job you are applying for)

STUDENT: No, I have never worked as a _____. I have had _____class at school and had very good grades. Also I

_____.
(a favorite hobby or special interest which relates to the job)

BUSINESSMAN: Okay, _____. Why don't you stop by so we can talk with you?

STUDENT: Yes, I would like that. Where are you located?

BUSINESSMAN: We are located at _____. Go up to the third floor.

STUDENT: Thank you very much. Whom do I see there?

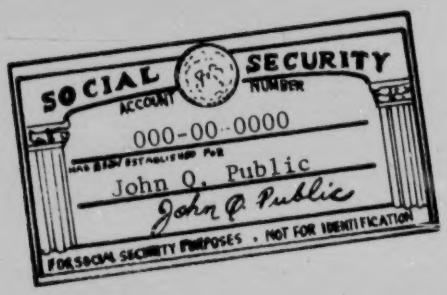
BUSINESSMAN: Ask for Johnny.

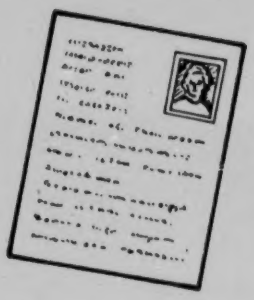
STUDENT: What's a good time to get there?

BUSINESSMAN: Come down in the morning. Around eight-thirty is a good time.

STUDENT: Thanks very much for your time.

ITEMS TO TAKE TO THE INTERVIEW
(Secretarial Applicant)





Personal Data Sheet

Pocket Dictionary

Typing Eraser

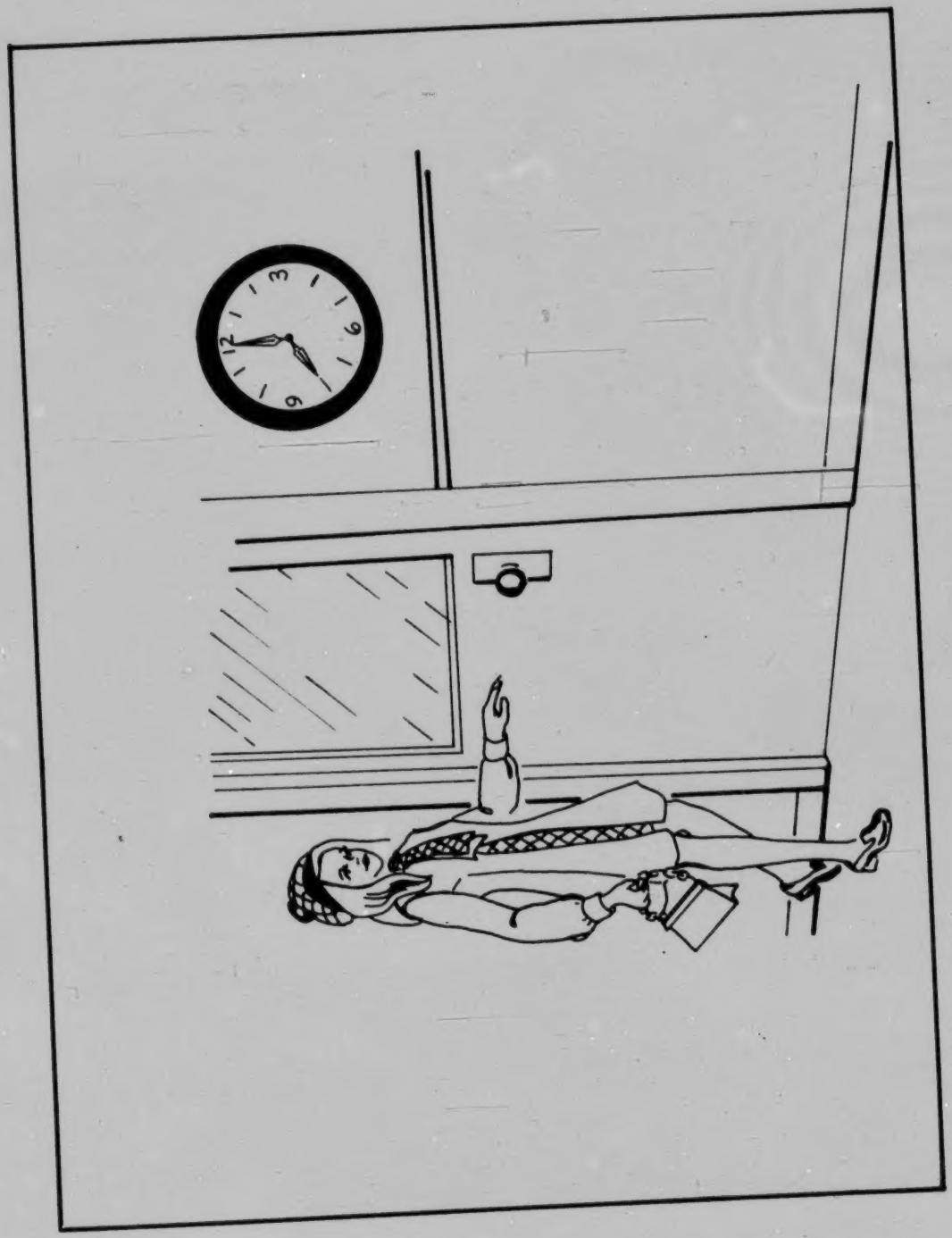
Two Pencils and a Pen

Shorthand Notebook

GO ALONE

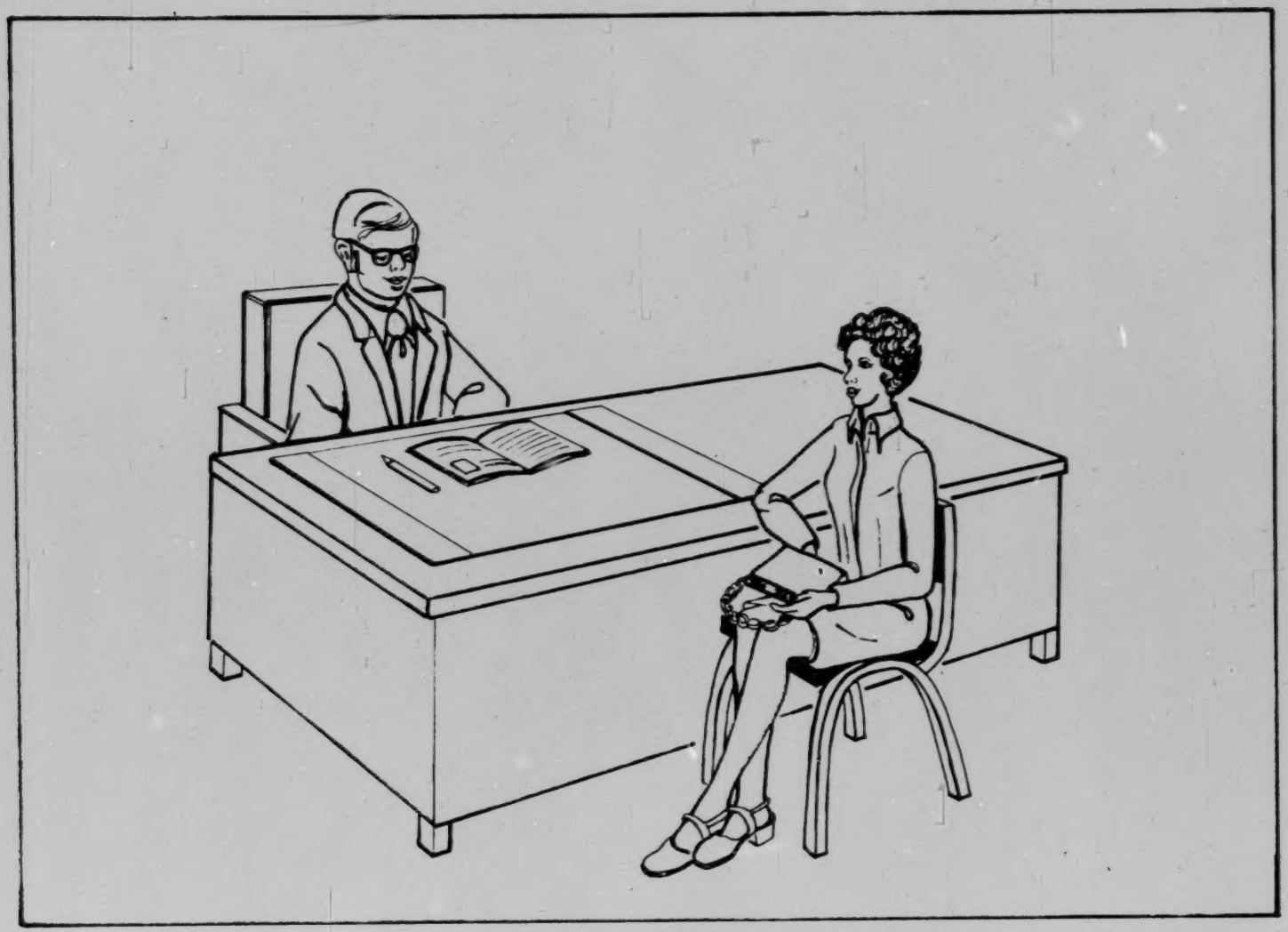
OWENS, INST. MATL. LAB.-U.K. 799-10

BE ON TIME



G. OWENS, INST. MAT. LAB - U.K. 799-9

BE INTERESTED



OWENS, INST. MATL. LAB. U.K. 7?? - 11

THE JOB INTERVIEW

Introduction

There are two job applicants sitting in a waiting room. One girl, Miss Jane Smith, is immaculate and very tastefully dressed. She is wearing a nicely tailored dress and low dressy heels with bag to match. Her make-up is natural and becoming and her hair is stylish but neat. Miss Twinky Nelson is wearing a mini-skirt, sunglasses which she never takes off, and too much gaudy and noisy jewelry. She is chewing gum.

A receptionist is seated at her desk. Miss Smith sits quietly at the left of the office and reads a magazine until she is asked in to speak to the interviewer. Miss Nelson sits in a chair to the right. She is chewing her gum, keeps crossing one leg and then the other, and finally in an impatient voice says, "What time is it?" The receptionist answers that it is 1:15 and that Mr. Brown, who will interview the girls, is seated in the inner office. The receptionist escorts Miss Nelson in to talk with Mr. Brown.

Twinky's Interview

Mr. Brown: Good morning. I'm Mr. Brown.

Miss Nelson: Nice to meetcha. I'm Twinky Nelson. (Twinky then plops herself down into a chair, crosses her legs, and continues chewing her gum.)

Mr. Brown: Oh, yes. Please be seated.

Miss Nelson: I'm making myself at home. Thanks.

Mr. Brown: Miss Nelson, did you bring any references, certificates, or scrapbooks with you that I could see?

Miss Nelson: No, I didn't think of that. I don't have anything anyway. However, I can tell you about several activities I participated in during high school. I was in the pep club and the all-county choir. In my junior year of high school, I was awarded the Duncan Hines Cook-Off Award out of a field of 38 contestants. Oh, and also, I was the prom queen for our junior-senior prom. Freddy, my boyfriend, told me I was the prettiest girl there.

Mr. Brown: I see, Miss Nelson. That is all very interesting. How was your school attendance record? Oh Miss Nelson--why do you keep looking out the window?

Miss Nelson: Oh my boyfriend is supposed to pick me up and I just wondered if he was out there yet.

Mr. Brown: Now, how was your school attendance record?

Miss Nelson: Well, my mother has always told me that I am a pretty sick little girl. I missed quite a bit of school, because I caught every virus coming and going.

Mr. Brown: Very interesting, Miss Nelson. On the application you filled in yesterday, you said you would be willing to work for $100 a week.

Miss Nelson: That's right, Mr. Brown.

Mr. Brown: Well, I'm sorry to hear that. You see, we can only pay our beginning girls $80 a week.

Miss Nelson: Is that all? Eighty dollars--that is so cheap! I can't believe it.

Mr. Brown: Miss Nelson, I don't think we could use a typist with your outstanding and unique qualities. I wish you luck with your next interview.

Miss Nelson: Well, I just don't believe you. I probably wouldn't like working here anyway! (She leaves the office in a very angry manner without further discussion.)

Jane's Interview

Mr. Brown: Good morning. I'm Mr. Brown.

Miss Smith: Good morning, Mr. Brown. I'm Jane Smith. I would like to talk with you about the opening you have.

Mr. Brown: Oh yes. Please be seated.

Miss Smith: Thank you.

Mr. Brown: Did you bring any references, certificates, or scrapbooks I could glance at, Miss Smith?'

Miss Smith: Yes, I did. Although I have never been employed full-time, I do have a reference from a part-time job. Also, I have included certificates I received in high school for speed and accuracy in typing and shorthand. I included some certificates from placing first in bookkeeping proficiency in high school. Several feature articles are in the back of the scrapbook that I wrote for the school paper.

Mr. Brown: Very impressive, Miss Smith. Now tell me, how was your school attendance record?

Miss Smith: Very good, Mr. Brown. I'm basically a healthy person, and I try to take care of my health by having regular checkups.

Mr. Brown: I'm glad to hear that, Miss Smith. On the application you filled out yesterday, I noticed that you didn't fill in the blank titled "Salary Expected."

Miss Smith: Mr. Brown, I thought we could discuss that during the interview. If I had filled in the blank, I was afraid I might have priced myself out of a job, and I did want to start working full time. I would be glad working for the regular salary you pay girls with qualifications similar to mine.

Mr. Brown: Miss Smith, all of your tests and papers are very impressive. Could you report for a physical examination on Friday at 10:30?

Miss Smith: Oh, yes, Mr. Brown.

Mr. Brown: Well, Miss Smith, then if you will come back to my office Friday, I will have everything arranged for your examination.

Miss Smith: Thank you so much. I'll see you Friday. Good-by Mr. Brown.

Mr. Brown: Good-by Miss Smith.

(Miss Smith leaves the office very happy and excited over being invited back. Miss Smith has truly played the role of a good applicant.)

JOB INTERVIEW

Rating Sheet

100 points possible

Personal Appearance -- (40 points possible)

1. Was the interviewee neat, well groomed, and appropriately dressed? points_____

Actual Interview -- (50 points possible)

1. Did the interviewee greet the interviewer properly?
2. Was the interviewee well prepared for the interview?
3. Was the interviewee at ease?
4. Was the interviewee courteous? Sincere?
5. Did the interviewee seem interested in making a good impression?
6. Did the interviewee display confidence?
7. Did the interviewee smile?
8. Did the interviewee look the interviewer in the eye?
9. Did the interviewee show enthusiasm about working?
10. Did the interviewee have a knowledge of her qualifications for the job?

points_____

After the Interview -- (10 points possible)

1. Did the interviewee display skill in ending the interview?
2. Did the interviewee thank the interviewer for his time and consideration?

points_____

Total points_____

LEGAL REQUIREMENTS

FOR

SECURING A JOB

UNIT PURPOSE: To provide information to prepare students to make satisfactory application for Social Security cards and employment certificates.

PERFORMANCE OBJECTIVES: The student will be able to

I. Complete a satisfactory application for a Social Security number.

II. List the steps required for applying for an employment certificate.

I. The student will be able to complete a satisfactory application for a Social Security number.

A. Suggested Content

1. Social Security

a. Basic function

(1) It provides monthly cash benefits when earnings are cut off by old age, disability or death.

(2) It provides protection against hospital and medical costs in old age.

b. How financed

(1) A percentage of salary is deducted from employee's pay check.

(2) The employer matches amount deducted from employee's pay check.

c. Social security card

(1) All workers must have a card before starting to work.

(2) An application form may be obtained from any post office or local social security office.

(3) The number is issued for life and may be used as identification number for other purposes.

B. Suggested Teaching-Learning Activities

1. Plan a field trip to the local social security office. If there is not a local office, invite a social security representative to talk to the class about social security benefits, who qualifies to receive the benefits, and how social security is financed.

or

Show a film that covers the total picture of social security.

2. Ask students to prepare a skit to dramatize the benefits of social security.

3. Have the students prepare a bulletin board on social security benefits.

4. Arrange for the students to explore a social security information kit. Assign reports concerning benefits received because of old age, disability, death, and hospital care.

5. Display an actual social security card. Call attention to the account number. Have the students name ways the number may be used as identification.

6. Project a transparency of "Your Pay Check," on p. 160 of the Supportive Materials. Have the students explain how social security is financed.

7. Distribute "Application for a Social Security Number" on p. 161 of the Supportive Materials. Review all 14 items included on the form. Define or explain terms that students may need to have clarified.

C. Suggested Evaluation

Have each student complete the "Application for a Social Security Number" on p. 161 of the Supportive Materials. Base the evaluation on accuracy of the information, completion of all 14 items, and neatness.

D. Suggested Resources

1. Kits

   a. A teacher packet of social security materials is available from the local Social Security office.

2. Books

   a. Getting and Holding a Job

3. Student Materials

   a. "Application for a Social Security Number," p. 161

4. Transparency Master

   a. "Your Pay Check," p. 160

II. The student will be able to list the steps required for applying for an employment certificate.

A. Suggested Content

1. Kentucky Child Labor Law

a. Definition

(1) Child labor is the employment of children in gainful occupations. Federal and state laws regulate the labor of children.

b. Why needed

(1) Child labor laws prevent the exploitation of children.

c. Hours of work permitted

(1) See Kentucky Child Labor Law on p. 162 of the Supportive Materials.

d. Hazardous occupations prohibited

(1) See Kentucky Child Labor Law on p. 162 of the Supportive Materials.

e. Employment certificates required*

(1) Kinds of certificates

(a) General--permits employment of a minor between 14 and 16 years of age, or a minor who has completed high school during the entire year.

(b) Vacation--permits employment of a minor between 14 and 16 years of age during school vacations or outside the hours the minor is required to be in attendance at school.

(c) School-supervised--permits employment of a minor in an employment program supervised and sponsored by the school or school district the child attends, approved by the Department of Education, and subject to the regulations of the Commissioner of Labor.

(d) Special--permits employment during the entire year of a minor 14 to 15 years of age who has been excused from compulsory school attendance.

*Taken from Kentucky Labor Laws Annotated 1972 Kentucky Department of Labor.

b. Authorized persons to issue certificates

(1) Local board of education through its superintendent or other authorized agent

(2) For special employment certificates, probation officer in any county containing a city of the first or second class

c. Requirements for application for certificate

(1) Application in person by minor desiring employment

(2) Promise of employment signed by prospective employer or one authorized by him

(3) Evidence of age

B. Suggested Teaching-Learning Activities

1. Invite a lawyer to explain the Kentucky Child Labor Laws and why they are needed.

2. Conduct a panel presentation of pertinent work laws concerning age and hours of work permitted. Use the Kentucky Child Labor Law chart on p. 162 of the Supportive Materials. Have a class discussion on possible advantages of limitations on the number of hours a minor can work.

3. Ask the students to collect newspaper articles about disabling accidents on the job and report to the class.

4. Present the seventeen kinds of hazardous occupations prohibited for all minors from the Kentucky Child Labor Law chart on p. 162 of the Supportive Materials. Have the students prepare a list of the occupations in the local area that are declared hazardous for persons under 18. Visit the sites of some of these occupations and have students list the hazards they observe.

5. Discuss the purposes of the four kinds of employment certificates. Have each student write a short paragraph on his plans for working during the next year. On the basis of the paragraph, ask him to identify the kind of certificate that would best suit his situation.

6. Ask a student to bring to class some evidence of age such as a birth certificate or a school record. Show on an overhead or distribute copies of "Promise to Employ" on p. 163 of the Supportive Materials. Use these to demonstrate the items required for applying for an employment certificate.

7. Have the students prepare and present a skit on applying for an employment certificate. Build the activity around these situations:

a. Obtaining the Promise to Employ form from the office of the superintendent or probation officer

b. Securing the information and signature of the prospective employer on the Promise to Employ form

c. Presentations of Promise to Employ form and evidence of age to office of the superintendent or probation officer

d. Issurance of certificate of employment to the applicant (use the "Employment Certificate" on p. 164 of the Supportive Materials.)

C. Suggested Evaluation

Have each student list the steps required for applying for an employment certificate. Base the evaluation on the student's knowledge of the proper information to be presented and the proper procedures to be followed.

D. Suggested Resources

1. Kentucky Child Labor Laws, Annotated 1972, Kentucky Department of Labor

2. Student Materials

a. "Kentucky Child Labor Law," p. 162

b. "Promise to Employ," p. 163

c. "Employment Certificate," p. 164

SUPPORTIVE MATERIALS

FOR

SECTION IV

UNIT TWO

LEGAL REQUIREMENTS

REFERENCE LIST

Books

1. Getting and Holding a Job by Schneider, Frank E., Richards Publishing Company, Inc. (A comprehensive work-text developed especially for the young adult getting ready to enter the business world. The book is designed to be kept by the reader as a source of special information later in such matters as fringe benefits, Social Security, unions, methods of salary payment, payroll deductions, and federal income tax.

Addresses of publishers and distributors can be found in the Appendix.

YOUR PAYCHECK

Social Security

COMMONWEALTH OF KENTUCKY
UNIVERSITY OF KENTUCKY
LEXINGTON, KENTUCKY

NAME						
John Doe						
DATE	EMPLOYEE NO.	DEPT. NO.	TAX SHELTER ANNUITY	RETIREMENT EMPLOYEE	RETIREMENT EMPLOYER	NET
	222-111	004				182.23
GROSS	MAINT.	FED. TAX	STATE TAX	FICA OR C. S.	CITY TAX	PARKING
222.50		24.93	1.93	8.07	3.34	2.00

LIFE INS.	HOSP. INS.	MED. INS.	ACCID. INS.	SPINDLE TOP	UNIFORMS	U. S. BONDS	UNITED FUND	

EMPLOYEES STATEMENT OF EARNINGS

REMINGTON RAND CHECK DEVICE CHECK 6X 192-2

APPLICATION FOR A SOCIAL SECURITY NUMBER
(Or Replacement of Lost Card)

Information Furnished On This Form Is CONFIDENTIAL

DO NOT WRITE IN THE ABOVE SPACE

See Instructions on Back. Print in Black or Dark Blue Ink or Use Typewriter.

1 Print FULL NAME YOU WILL USE IN WORK OR BUSINESS (First Name) (Middle Name or Initial – if none, draw line __) (Last Name)

2 Print FULL NAME GIVEN YOU AT BIRTH

3 PLACE OF BIRTH (City) (County if known) (State)

4 MOTHER'S FULL NAME AT HER BIRTH (Her maidenname)

5 FATHER'S FULL NAME (Regardless of whether living or dead)

6 YOUR DATE OF BIRTH (Month) (Day) (Year)

7 YOUR PRESENT AGE (Age on last birthday)

8 YOUR SEX ☐ MALE ☐ FEMALE

9 YOUR COLOR OR RACE ☐ WHITE ☐ NEGRO ☐ OTHER

10 HAVE YOU EVER BEFORE APPLIED FOR OR HAD A SOCIAL SECURITY, RAILROAD, OR TAX ACCOUNT NUMBER? ☐ NO ☐ DON'T KNOW ☐ YES (If "YES" Print STATE in which you applied and DATE you applied and SOCIAL SECURITY NUMBER if known)

11 YOUR MAILING ADDRESS (Number and Street, Apt. No., P O Box, or Rural Route) (City) (State) (Zip Code)

12 TODAY'S DATE

13 TELEPHONE NUMBER

14 Sign YOUR NAME HERE (Do Not Print)

TREASURY DEPARTMENT Internal Revenue Service

FORM SS-5 *69

Return completed application to nearest SOCIAL SECURITY ADMINISTRATION OFFICE

HAVE YOU COMPLETED ALL 14 ITEMS?

161

BEST COPY AVAILABLE

KENTUCKY CHILD LABOR LAW

HOURS OF WORK PERMITTED
FOR MINORS 14 BUT NOT YET 18 YEARS OF AGE

AGE	MAY NOT WORK BEFORE	MAY NOT WORK AFTER	MAXIMUM HOURS WHEN SCHOOL IS IN SESSION	MAXIMUM HOURS WHEN SCHOOL IS NOT IN SESSION
14 and 15 Years	7:00 A. M.	7:00 P. M. (9:00 P. M. June 1 to Labor Day)	3 Hours a Day 18 Hours a Week	8 Hours a Day 40 Hours a Week
16 and 17 Years	6:00 A. M.	10:00 P. M. Sun. to Thurs. (12 Midnight Fri. & Sat.)	4 Hours a Day 32 Hours a Week	8 Hours a Day 48 Hours a Week

Students enrolled in the Distributive Education Program are permitted to work 44 hours per week, not to exceed six consecutive days.

Minors under 14 years of age shall not be permitted to work at any gainful occupation at any time, except for employment in connection with an employment program supervised and sponsored by the school and approved by the Department of Education.

****

Minors under 18 years of age shall not be permitted to work more than six consecutive days.

****

Minors under 18 years of age shall not be permitted to work more than five hours continuously without an interval of at least thirty minutes for a lunch period.

****

Minors 16 and 17 years of age may be employed the first school day after Thanksgiving until Christmas vacation a maximum of 8 hours per day, 48 hours per week if such employment is covered by a program approved by the local Board of Education and by the Commissioner of Labor.

****

If such a minor has graduated from high school or has not attended school for previous sixty days he may be employed 10 hours a day, 6 days a week.

****

He may also be employed from midnight to 6:00 A. M. if his employment is pursuant to a program sponsored or approved by the Federal Government.

****

Minors 14 but not yet 16 years of age may NOT be employed in:

Any manufacturing, mining, or processing occupations; public messenger service; operation or tending of hoisting apparatus or of any power-driven machinery; any occupation found and declared to be hazardous; occupations in connection with transportation, warehousing and storage, communications and public utilities, construction (including repairing) except office or sales work.

****

SEVENTEEN HAZARDOUS OCCUPATIONS PROHIBITED FOR ALL MINORS

1. Occupations in or about Plants or Establishments Manufacturing or Storing Explosives
2. Motor Vehicle Driver and Outside Helper
3. Coal Mine Occupations
4. Logging or Sawmill Operations
5. Operation of Power-Driven Woodworking Machines
6. Exposure to Radiation Substances
7. Operation of Power-Driven Hoisting Apparatus
8. Operations of Power-Driven Metal Forming, Punching, and Shearing Machines
9. Mining, other than coal
10. Slaughtering, Meat Packing or Processing, or Rendering
11. Operation of Bakery Machines
12. Operation of Paper Products Machines
13. Manufacture of Brick, Tile and Kindred Products
14. Operations of Circular Saws, Band Saws, and Guillotine Shears
15. Wrecking, Demolition and Shipbreaking Operations
16. Roofing Operations
17. Excavating Operations

For Further Information Write: Kentucky Department of Labor
Division of Labor Standards
Capitol Plaza Office Tower
Frankfort, Kentucky 40601

502-564-4912

FORM A PROMISE TO EMPLOY NO._____

I)
We) promise to employ _____
(Name of Minor)

_____ in the capacity of:
(Address)

_____ when he
(State Exact Nature of Employment) (Industry)

presents an employment certificate duly signed. In accordance with the legal provisions as outlined below, his hours of work will not exceed eight hour per day or 48 hours per week, and, if he is attending school, his hours of work will not exceed _____ on school days, _____on non-school days, and _____ per week.

The nature of our business is / is not interstate.
(Cross out is or is not to make statement correct)

_____ _____
(Name of Intending Employer) (Signature of Representative)

_____
(Address)

****

Minors under 18 years of age may be employed in accordance with the hours outlined below:

Minors 14 and 15 years of age:	Minors 16 and 17 years of age:
Between 7:00 A.M. and 7:00 P.M.	Between 6:00 A.M. and 10:00 P.M. Monday through Thursday, and on Friday and Saturday between 6:00 A.M. and 12:00 Midnight.
Between 7:00 A.M. and 9:00 P.M. From June 1, through Labor Day.	
For not more than eight hours a day and 40 hours a week when school is not in session.	For not more than eight hours a day and 48 hours a week when school is not in session.
For not more than three hours on a school day and 18 hours a week when school is in session.	For not more than four hours on a school day and 32 hours a week when school is in session
For not more than six consecutive days.	For not more than six consecutive days.

NOTE: This sheet must be presented by the minor to the issuing officer before a certificate will be granted. DATE:_____19____.

LS
FORM - H

EMPLOYMENT CERTIFICATE

NO._____

(For Minors 14 But Not Yet 18 Years of Age)

NOTE: PURSUANT TO KRS 339.350 THE ISSUING OFFICER MUST SUBMIT A COPY OF THIS CERTIFICATE TO THE DEPARTMENT OF LABOR WITHIN FIVE DAYS; WITH ONE COPY TO THE EMPLOYER AND ONE COPY FOR THE FILES OF THE ISSUING OFFICER. KRS 339.390 REQUIRES THE EMPLOYER TO RETURN HIS COPY TO THE ISSUING OFFICER WITHIN FIVE DAYS FOLLOWING TERMINATION OF EMPLOYMENT FOR THE MINOR. KRS 339.320 REQUIRES THAT WITHIN TEN DAYS AFTER DENYING AN EMPLOYMENT CERTIFICATE THE PERSON DESIGNATED TO ISSUE SUCH CERTIFICATE SHALL SET FORTH IN WRITING HIS REASONS FOR DENIAL AND SHALL MAIL A COPY TO THE DEPARTMENT OF LABOR AND A COPY TO THE MINOR.

The Superintendent of the _____schools certifies that

_____ having appeared and filed in this office evidence of age, statement of school record, and the Promise of Employment as required by KRS 339.340, may therefore be employed as:

SPECIFIC DUTIES OF MINOR _____

By _____
(Name of Employer)

_____
(Town) (County) (State)

In _____
(Nature of Business)

DATE OF BIRTH

_____
(Month) (Day) (Year)

GRADE COMPLETED _____ AGE _____

IN SCHOOL _____ DROP OUT _____

DATE LAST ATTENDED SCHOOL _____

TYPE OF CERTIFICATE

General .....(___)
Special .....(___)
Student Learner(___)
School Sponsored Program.....(___)

TYPE OF EMPLOYMENT

Regular .....(___)
Part-Time.....(___)
Vacation.....(___)

EVIDENCE OF AGE _____

MALE _____ FEMALE _____

_____
(Signature of Minor)

_____
(Address of Minor)

_____ / _____
(Issuing Officer)

_____
(Date Issued) (New) (Reissued)

SEE REVERSE SIDE FOR HOURS OF WORK

__ __ __/ __ __/ __/ __/ __ __/ __ __/ __/ __/__ __/ __/ - /__ __ __

SECTION V

SUCCEEDING IN THE WORLD OF WORK

UNIT ONE: HUMAN RELATIONS

by

Martha Keeton

UNIT TWO: USING RESOURCES WISELY

by

Joyce Threlkeld

HUMAN RELATIONS

UNIT PURPOSE: To provide a means for students to identify and develop attitudes that relate to success in the World of Work

PERFORMANCE OBJECTIVES: The student will be able to

I. Name seven acceptable personal attitudes.

II. Relate a personal experience which illustrates one of the acceptable social attitudes.

III. Evaluate his personal and social attitudes.

IV. Compare his attitudes with satisfactory on-the-job attitudes.

I. The student will be able to name seven acceptable personal attitudes.

A. Suggested Content

1. Desirable personal attitudes

a. Loyalty
b. Honesty
c. Self-respect
d. Dependability
e. Unselfishness
f. Cheerfulness
g. Friendliness
h. Courtesy
i. Tactfulness
j. Cooperation

B. Suggested Teaching-Learning Activities

1. Introduce the lesson by directing these incomplete statements to students at random: "A friend is someone who is _____." "A friend is someone who is not _____." Record the answers as they are being given. Play the recording and list on the chalkboard all the traits that are mentioned. Have students identify those characteristics which are pleasing and those which are displeasing.

2. Duplicate and distribute the list of attitudes on the transparency master "Getting Along With Others Now--Personal Attitudes," p. 185. Help the class develop concepts through observation and/or participating in some of the following activities. (Choose those activities which are best suited to the needs of the class.)

a. View a film, filmstrip, or posters and read literature relating to personal attitudes.

b. Analyze the traits of a teenager on TV as in the "Apple Family" or "The Brady Bunch." Point out the qualities that make him or her popular.

c. Plan and present a concert of popular and folk songs that illustrate those characteristics which enhance friendship. Use class talent: singers, dancers, instrumentalists, and disc jockeys. (This may be done in cooperation with the music teacher. The teacher may want to consider presenting a PTA or assembly program of this nature.)

d. Discuss attitudes of people who make comments such as

(1) Nobody likes me.
(2) Everybody has good luck but me.
(3) Teachers "pick on" me.

(4) Why did this have to happen to me?
(5) I have nothing to wear to the sockhop.

e. Interview a school cafeteria worker, custodian, or secretary concerning traits they like in students. Share the information with the class.

f. Present skits dealing with these situations:

(1) Showing off
(2) Talking all the time
(3) Interrupting conversation
(4) Gossiping
(5) Noisy and boisterous behavior

Present skits a second time displaying acceptable behavior.

g. Write the word FRIENDSHIP by arranging the letters in a vertical line. Beside each letter write words which describe the kinds of friends the students like. Example: F - friendly, forgiving.

h. Solve the "Personality Puzzles" on pp. 186-187 of the Supportive Materials. Design other puzzles and exchange with friends. (The answers to puzzles are "dependable" and "good attitude.")

i. View the set of transparencies on pp. 188-195 of the Supportive Materials, which show characters depicting various personality traits. Name the trait or traits the student thinks each character portrays.

j. Let each student pretend that he/she is going to a deserted island for a school semester. One boy and one girl may go along. Write a brief sketch on "Whom I Would Take and Why."

k. Construct a bulletin board, collage, or poster using illustrations to show acceptable personality traits. The title may be "Enjoying People."

C. Suggested Evaluation

Have the student write seven of the ten acceptable personal attitudes. Base the evaluation on the number of attitudes accurately named.

D. Suggested Resources

1. Books

a. About Her

b. About Him

c. The Friends You Make

d. Teen Guide to Homemaking

e. Thresholds to Adult Living

2. Filmstrips

a. "Getting Along With Others"

3. Student Materials

a. "Personality Puzzles," p. 186-187

4. Transparency Masters

a. "Getting Along With Others Now--Personal Attitudes," p. 185

b. Various characters depicting personality types, pp. 188-195

II. The student will be able to relate a personal experience which illustrates one of the acceptable social attitudes.

A. Suggested Content

1. Social attitudes

a. Acceptance of people for what they are
b. Respect for the rights of others
c. Consideration for others

B. Suggested Teaching-Learning Activities

1. Introduce the lesson by inviting someone who has lived in another country or in another part of the United States or, some instances, in another part of the state to tell about the customs and manners relative to that area. Have the students compare their customs and manners with those described by the speaker.

2. Duplicate or show on an overhead projector "Getting Along With Others Now—Social Attitudes," p. 196.

3. Help students to grasp some concepts of the social attitudes by observation and/or participation in some of the following activities. (Choose those activities which are best suited to the needs of the class.)

a. View visual aids and read literature relating to human relations within our society.

b. Bring to class pictures of people of different races and creeds. Point out their similarities and differences.

c. Recall situations that cause tensions in the classroom. Determine if they are similar to our national social problems. Analyze some causes and discuss some solutions. Avoid specific incidents that may cause a student embarrassment.

d. List some words that often become LABELS such as "foreigner" or "the criminal type." Discuss the impact of these words.

e. In addition to "please" and "thank you" name other chain-reaction words that indicate respect and consideration for others.

f. Conduct a human relations experiment: "For one day greet and smile at people you dislike. If you talk with them, show genuine interest." Discuss the results in class.

g. Construct a "Respect for Human Rights" display. Acquire a small U.S. flag. Collect documents, such as the Preamble to the Constitution, which explain human rights. Gather news items and pictures concerning abuse or protection of the individual's rights. Display these items in an attractive and interesting manner. This activity may be done in cooperation with a social studies class.

h. Plan a PTA or a school assembly program centered around the "Respect for Human Rights" display. Invite a panel to react to the exhibit. Suggestions for people to serve on the panel are a lawyer or judge, a law enforcement officer, a psychologist or psychiatrist, and several parents.

i. Visit a mobile crime laboratory, a police department, or jail. Relate the institutions to the importance of following acceptable social attitudes.

j. Study and report on lives of people who learned to live successfully with physical handicaps: Examples: Franklin Roosevelt, Helen Keller.

k. Invite a local individual who has overcome a physical or social handicap to speak to the class.

l. Discuss the following:

(1) Ways to gain an understanding of people who have had completely different backgrounds from ours
(2) Ways of showing respect for the rights and property of others
(3) Relation of world peace to the ability to understand our neighbors
(4) Changes in our society which have come about because of a better understanding of people

m. Divide the class into three groups. Let each group choose one of the social attitudes and make a bulletin board display, collage, or poster illustrating that attitude.

C. Suggested Evaluation

Have each student tell in writing a personal experience which illustrates one of the three social attitudes. Base the evaluation on the relevance of the experience to the attitude.

D. Suggested Resources

1. Books

a. How to Get Along With Others

2. Transparency Master

   a. "Getting Along With Others Now--Social Attitudes," p. 196

III. The student will be able to evaluate his personal and social attitudes.

A. Suggested Content

1. Evaluation of personal and social attitudes

a. Identification of shortcomings
b. Improvement of shortcomings

B. Suggested Teaching-Learning Activities

1. Have the students complete the "Self-Picture Checklist," pp. 197-198 of the Supportive Materials. Emphasize that these exercises are for "personal" evaluation and that no one else will have access to them after they are completed.

C. Suggested Evaluation

Have each student refer to his self-evaluation checklists. Ask him to identify those attitudes which indicate a need for improvement and to list some suggestions for improvement of those attitudes.

D. Suggested Resources

1. Books

a. All About You

b. It's Up to You

c. The Person You Are

d. Taking Stock

e. Your Problems: How to Handle Them

2. Films

a. "Act Your Age"

3. Filmstrips

a. "Bring Out the Best in Yourself"

b. "Building Self-Confidence"

c. "Personal Relationship"

d. "School Functions"

e. "The Secret of Your Personality"

f. "Your Attitude is Showing"

g. "You're in Public"

4. Student Materials

a. "Self-Picture Checklist," pp. 197-198

IV. The student will be able to compare his attitudes with satisfactory on-the-job attitudes.

A. Suggested Content

1. Satisfactory on-the-job attitudes

a. Loyalty
b. Enthusiasm
c. Dependability
d. Initiative
e. Honesty
f. Cooperation
g. Willingness to learn
h. Willingness to follow directions
i. Acceptance of criticism

B. Suggested Teaching-Learning Activities

1. Introduce the lesson by discussing "What would you say is the most important skill for the first day on the job?"

2. Distribute or show on an overhead "Getting Along With Others on the Job--Employer Expectations," p. 199.

3. Create interest by having students observe and/or participate in some of the following activities. (Choose those activities which are best suited to the needs of the class.)

a. Utilize visual and/or audio aids and read literature concerning worker-employer relationships.

b. Make and play games on pp. 200-202 of the Supportive Materials.

(1) "Attitudes and Profit"
(2) "Take an Attitude Walk"
(3) "Job Attitude Pantomime"

c. Invite a personnel manager or an employer to discuss on-the-job attitudes of both worker and employer.

d. Plan and present an animal show. Use live animals or clip animal pictures from magazines. (Students who have artistic ability may like to draw animal pictures.) Show animals that project job attitudes. Examples: dog--friendly, loyal
cat--sleeps on the job
turtle--slow and lazy
frog--jumps from job to job

Letter cards to identify the attitudes of each animal.

e. Make a list of reasons why people lost their jobs. Interview several employees and employers and ask their ideas.

f. Role play these situations involving an employee under the following conditions:

(1) The worker who is late for the fourth time this week
(2) The worker who has not missed a day's work in the past year
(3) The worker who always finishes his job assignment even if it means working a few minutes after closing time
(4) The worker who never wastes time on the job
(5) The good worker who always looks untidy

Discuss what an employer's reaction might be to the above conditions.

g. Have the students analyze the "Job Attitude Evaluation" chart p. 203 of the Supportive Materials.

h. Have the students complete the "Employers Expect . . ." exercises on pp. 204-215.

C. Suggested Evaluation

Have the student refer to the self evaluation of his personal and social attitudes under Objective III. Have him match the attitudes that need no improvement with those attitudes that are necessary for success on the job. Base the evaluation on the accuracy of the comparison.

D. Suggested Resources

1. Books

a. How to Get a Job and Keep It

b. You and Your Job

c. Your Personality and Your Job

2. Films

a. "Your Job: You and Your Boss"

3. Transparency Master

a. "Getting Along With Others on the Job--Employer Expectations," p. 199.

4. Student Materials

a. Games

(1) "Attitudes and Profit," p. 200

(2) "Take an Attitude Walk," p. 201

(3) "Job Attitude Pantomome," p. 202

b. "Job Attitude Evaluation," p. 203

c. "Employers Expect Loyalty," p. 204

d. "Employers Expect Enthusiasm," p. 205

e. "Employers Expect Dependability," p. 206

f. "Employers Expect Initiative," p. 207

g. "Employers Expect Honesty," p. 208

h. "Employers Expect Employees to Cooperate," p. 209-212

i. "Employers Expect Willingness to Learn," p. 213

j. "Employers Expect Acceptance of Criticism," p. 214

k. "Employers Expect Good Attendance," p. 215

SUPPORTIVE MATERIALS

FOR

SECTION V

UNIT ONE

HUMAN RESOURCES

REFERENCE LIST

Books

About Her by Margaret E. Andrews, McGraw-Hill Book Company

About Him by Margaret E. Andrews, McGraw-Hill Book Company

All About You by William C. Menninger, Science Research Associates

How to Get a Job and Keep It by Dorothy Y. Gable, John Day Company, Inc.

How to Get Along with Others by Bernice L. Newgarten, Science Research Associates

It's Up to You by Margaret E. Andrews, McGraw-Hill Book Company

Taking Stock by Richard H. Turner, Follett Education Corporation

Teen Guide to Homemaking by Marion Barclay and Francis Champion, McGraw-Hill Book Company

The Friends You Make by Richard H. Turner, Follett Education Corporation

The Person You Are by Richard H. Turner, Follett Education Corporation

Thresholds to Adult Living by Hazel Thompson Craig, Charles A. Bennett Company, Inc.

You and Your Job by Blackledge, Blackledge, and Keily, South-Western Publishing Company

Your Personality and Your Job by Daniel Sinick, Science Research Associates

Your Problems: How to Handle Them by H. H. Remmers and Robert H. Bauernfeind, Science Research Associates

You Said It by Margaret E. Andrews, McGraw-Hill Book Company

Films

"Act Your Age," Coronet Films

"Your Job: You and Your Boss," Audio Visual Services, University of Kentucky

Filmstrips

"Bring Out the Best in Yourself," Women's Christian Temperance Union

"Building Self-Confidence," Popular Science Publishing Company, Inc.

Filmstrips (con't)

"Getting Along With Others" (set of 6, color, captioned.) McGraw-Hill Film-Text Division. Uses environmental situations at home, school and public places to emphasize the behavior and social skills that help the teenager get along with others.

Individual filmstrip titles:

Personal Relationships
Table Manners
You're On a Trip
Personal Appearance
School Functions
You're in Public

"Getting to Know Me." Eyegate House. (Set of 6 with records, color, teacher's manual.) Provides the adolescent with insights into himself, his developmental aspects, and coping with his daily situation.

Individual filmstrip titles:

Adolescent -- "Know Thyself"
Physcial Development
Mental Development
Emotional Development
Social Development
How to Adjust

"Personal Relationship," McGraw-Hill Text-Film Division

"School Functions," McGraw-Hill Text-Film Division

"The Secret of Your Personality," Women's Christian Temperance Union

"Your Attitude is Showing," Science Research Associates

"You're in Public," McGraw-Hill Text-Film Division

GETTING ALONG WITH OTHERS NOW

Personal Attitudes

LOYALTY

HONESTY

SELF-RESPECT

DEPENDABILITY

UNSELFISHNESS

CHEERFULNESS

FRIENDLINESS

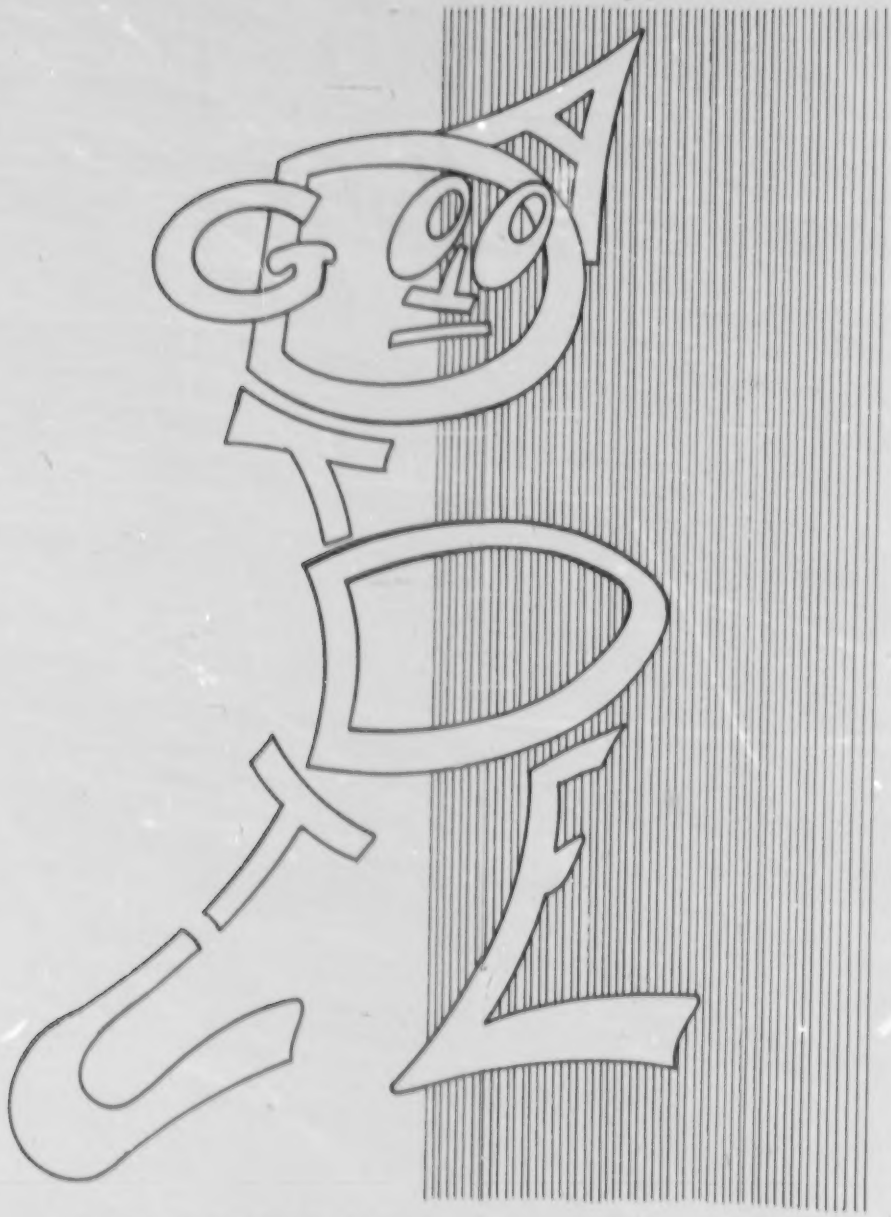
COURTESY

TACTFULNESS

COOPERATION

R GILMORE CDC UK 958-6 8&O

PERSONALITY PUZZLE



Can you solve this puzzle? It contains letters of two words relating to attitude?

R. GILMORE CDC UK 968-2 8/10

PERSONALITY PUZZLE

Can you solve this personality puzzle? It contains the letters of a word which relates to attitude.

R GILMORE CDC UK 856-5 B&O

R GILMORE CDC UK 855-4 B&C

D. PHIPPS, CURR. DEV. CNTR., U.K. 856-9

D. PHIPPS, CURR. DEV. CNTR., U.K. 856-7

P. GILMORE CDC UK 856-3 850

PRIPPS, CURR. DEV. CNTR., U.K. BS6-B

PHIPPS, CURR. DEV. CNTR., U.K. BSG-10

GETTING ALONG WITH OTHERS NOW

Social Attitudes

ACCEPTANCE OF PEOPLE FOR WHAT THEY ARE

RESPECT FOR THE RIGHTS OF OTHERS

CONSIDERATION FOR OTHERS

GAYLORD CDC UK 958-7 0/0

SELF-PICTURE CHECKLIST

Directions: In column 2 check the words which you feel describe you. In column 3 check the words you would like to describe you. Compare the two lists.

ATTITUDE	WHAT I AM	WHAT I WOULD LIKE TO BE
1. Honest		
2. Happy		
3. Friendly		
4. Sad		
5. Sympathetic		
6. Sensitive		
7. Jealous		
8. Popular		
9. Shy		
10. Tolerant		
11. Show-off		
12. Afraid		
13. Kind		
14. Modest		
15. Proud		
16. Lazy		
17. Considerate		
18. Prejudiced		
19. Even-tempered		
20. Dependable		

SELF-PICTURE CHECKLIST

(Continued)

21. Moody		
22. Open-minded		
23. Unreasonable		
24. Angry		
25. Demanding		

GETTING ALONG WITH OTHERS ON THE JOB

Employer Expectations

LOYALTY

ENTHUSIASM

DEPENDABILITY

INITIATIVE

HONESTY

COOPERATION

WILLINGNESS TO LEARN

WILLINGNESS TO FOLLOW DIRECTIONS

ACCEPTANCE OF CRITICISM

MORE. CURR.DEVE. CNTR. LIB. 968-4

GAME

Attitudes and Profit

(This game involves the use of 3" x 5" index cards and play money. It can be played by the entire class.)

1. Each player receives two index cards. He writes a good attitude on one and a bad attitude on the other.

2. All the cards are deposited, face down, in an attitude dispenser (a cardboard box is adequate).

3. One player acts as the "boss" and handles the play money or pays "salaries." All other players act as employees.

4. The employees take turns drawing a card. If a player draws a card which shows a good attitude, the "boss" pays him $1. If he draws a card which shows a bad attitude, he does not get paid.

5. If an employee has received a salary and draws a card which shows a bad attitude, he pays the "boss" $1. He does not owe any money until he has been paid.

6. The employees keep playing until all the cards have been used.

7. The player who receives the highest salary is the winner.

GAME

Take an Attitude Walk

(This game involves the use of 8" x 11 1/2" cards or sheets of paper and music. It can be played by the entire class.)

1. Each player receives a card or sheet of paper on which he writes either a good or a bad job attitude.

2. The cards are taped to the floor and arranged in the pattern of a path.

3. All players form a single file in front of the first card. When the music begins, the players step from card to card and continue walking until the music stops.

4. The card that the right foot is on when the music stops is the one that counts. The players whose cards show a good attitude play again. Those whose cards show a bad attitude are out of the game.

5. Repeat the procedure until one person remains in the game.

6. The last player to remain on the path is the winner.

GAME

Job Attitude Pantomime

The class forms two teams. Members of each team take turns pantomiming an attitude such as boredom, worry, annoyance, anger, happiness. If the opposing team can guess the attitude, it scores 1 point. If it does not guess the attitude, the performing team scores 1 point. The winning team is the one with the largest number of points.

JOB ATTITUDE EVALUATION

OF 10 WORKERS WHO LOSE THEIR JOBS.....

ONE LACKS TECHNICAL SKILLS

NINE LACK ABILITY TO GET ALONG WITH OTHERS

EMPLOYERS EXPECT LOYALTY

DIRECTIONS: Rate yourself on identifying characteristics of loyalty. Read the five cases below. Place a checkmark in the "yes" column if you feel the employees demonstrate loyalty. Place a checkmark in the "no" column if you feel they demonstrate disloyalty. Explain in class the reason for your answers.

	LOYALTY	
	YES	NO
1. Mary and Jane are chatting during a coffee break. Mary tells Jane that she works hard and has received only a few complaints about her assignments, but that she knows her boss does not appreciate her efforts.		
2. Jane tells Mary that she, too, works hard and performs to the best of her ability. Mr. L, her employer, never says that he appreciates her efforts, but she knows by his friendly and approving manner that he is appreciative.		
3. Bill is stocking shelves in a grocery store. A customer asks if the store carries Brand Y foods. Bill answers that it does carry that particular brand, but that Mr. A, his supervisor was late in ordering, and the food will not be in for four days.		
4. Tom works in the same grocery store as Bill. Another customer asks Tom if the store stocks Brand Y foods. He answers that it does carry that brand and that the food will arrive from the packers within four days.		
5. Miss Z, Judy's supervisor, hands her a conference report to deliver to the president of the firm. Judy spots two mistakes in the report. She could submit it to the president as it is, but she takes time out from her busy schedule to retype the report, correcting the errors.		

EMPLOYERS EXPECT ENTHUSIASM

DIRECTIONS: Rate yourself on enthusiasm. Read each situation and place a checkmark in the appropriate column.

SITUATION	SELF-EVALUATION		
	Yes	No	Sometimes
1. Do you have a hobby?			
2. Have you won any contests or had any work exhibited?			
3. Do you find it difficult to finish your work?			
4. Are you interested in other people and what they think?			
5. Do you worry a great deal?			
6. Do you like to try new things?			
7. Do you have a variety of interests?			
8. Do you hate school?			
9. Have you given thought to your career plans?			
10. Are you excited about your future in the World of Work?			

EMPLOYERS EXPECT DEPENDABILITY

DIRECTIONS: Rate yourself on dependability. Read each situation and place a checkmark in the appropriate column.

SITUATION	SELF-EVALUATION		
	Yes	No	Sometimes
1. Can you be counted on to do your share of group assignments?			
2. Do you fulfill your responsibilities as a committee member?			
3. Do you do your share to see that a class project is successful?			
4. Can you go ahead with your work without excessive supervision?			
5. Can you keep a secret?			
6. Do you take an extra 5 or 10 minutes on your lunch break?			
7. Do you "put off" until another day a task that you dread doing?			
8. Are you ready for your date at the time you agreed upon?			
9. Do you finish your assignments on time?			
10. Do you keep others from finishing their assignments on time?			

EMPLOYERS EXPECT INITIATIVE

DIRECTIONS: Rate yourself on initiative. Read each situation and place a checkmark in the appropriate column.

SITUATION	SELF-EVALUATION		
	Yes	No	Sometimes
1. Do you attempt to find out things for yourself without being told?			
2. If there is a job to be done, do you do it without being told?			
3. Are you willing to assume responsibility?			
4. Is it difficult to get you started on your work?			
5. Do you work better when duties are carefully laid out for you?			
6. Would you rather follow others?			
7. Do you prefer to be the leader?			
8. Have you made career plans?			

EMPLOYERS EXPECT HONESTY

DIRECTIONS: How honest are you? Read each situation below and place a checkmark in the appropriate column.

SITUATION	SELF-EVALUATION	
	A	B
1. If you had a summer job in an office and had access to pencils and paper would you A. Buy them at a store B. Take some from the office		
2. If you bought a $5 wallet and the salesperson forgot to add the tax, would you A. Call the error to her attention B. Pay the price she rang up		
3. If a teacher returned a test paper with a grade of A, but you learned that she had made a mistake and the grade should be B, would you A. Inform the teacher of the mistake B. Be smug, and keep the A grade		
4. If you put a dime in a candy machine, and you got two candy bars rather than one, would you A. Eat both candy bars B. Find the attendant and return one candy bar.		
5. If you found a dollar bill in the school corridor, would you A. Slip it in your wallet B. Take it to the principal's office		
6. If at the school cafeteria the cashier gave back more change than was due, would you A. Inform the cashier of the error B. Say nothing and keep the money		
7. If you accidentally broke a window at school and no one saw you, would you A. Report the accident to your teacher B. Say nothing		

EMPLOYERS EXPECT THE EMPLOYEES TO COOPERATE

AND TO FOLLOW DIRECTIONS

DIRECTIONS: Make a paper cup by following the steps of instruction given on the guide sheet.

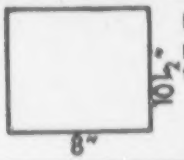
The job will be performed by teams of two. The first person performs the first four steps as the teammate reads the instructions. The second person performs the last five steps as his teammate (the first person) reads the instructions.

After the project is completed, complete the Job Performance Evaluation on p. 212.

OPERATION BREAKDOWN FOR TRAINING

OPERATION Folding a Paper Cup

1

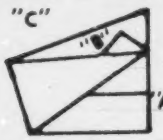
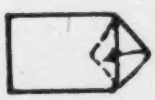
STEPS IN THE OPERATION Step: A logical segment of the operation in which something is done to advance the work.	KEY POINTS Key Point: Any directions or bits of information that helps to perform the step correctly, safely, and easily.
 Place 8" x 10½" sheet of paper in front of you on flat surface.	1. Be sure surface is flat free of interfering objects.
Fold lower left hand corner up.	2a. Line up the right hand edges. Make a sharp crease.
Turn paper over.	3a. Pick up lower right hand corner with right hand and place it at the top. b. Folded flap should not be underneath.
Fold excess lower edge up.	4a. Line up right hand edges. b. Fold should line up with bottom edge. c. Make sharp crease.

cont.

R GILMORE CDC WR 855-4 8/0

OPERATION BREAKDOWN FOR TRAINING

2 **OPERATION Folding a Paper Cup**

 Fold lower left hand corner flush with edge "A".	5a. Keep edges "B" and "C" parallel. b. Hold bottom edge in the center with finger while making fold.
Fold upper corner to point "D".	6a. Hold cup firmly with left hand. b. Bring upper corner down with right hand.
Separate lower right corner and fold back.	7a. Hold cup with left hand. b. Fold back with right hand. c. Make sharp creases.
 Turn cup over and fold remaining flap back.	8. Make sharp creases.
Check cup to be sure it will hold water.	9. Open cup and look inside.

JOB PERFORMANCE EVALUATION

Rate yourself on job performance:

A. Quality of work
_____ Superior
_____ Good
_____ Fair
_____ Poor

B. Attitude toward assignment
_____ Enthusiastic
_____ Cooperative
_____ Indifferent
_____ Dissatisfied

C. Relationship with Co-Worker
_____ Harmonious
_____ Satisfactory most of the time
_____ Unsatisfactory

Rate your co-worker on job performance:

A. Quality of work
_____ Superior
_____ Good
_____ Fair
_____ Poor

B. Attitude toward assignment
_____ Enthusiastic
_____ Cooperative
_____ Indifferent
_____ Dissatisfied

C. Relationship with me
_____ Harmonious
_____ Satisfactory most of the time
_____ Unsatisfactory

EMPLOYERS EXPECT WILLINGNESS TO LEARN

DIRECTIONS: Rate yourself on your willingness to learn. Read each situation and place a checkmark in the appropriate column.

SITUATION	SELF-EVALUATION		
	Yes	No	Sometimes
1. Can you take advice?			
2. Are you always giving advice?			
3. Do you find it difficult to take supervision?			
4. Do you find it difficult to accept authority?			
5. Are you prejudiced against any group?			
6. Would it be difficult for you to take suggestions from a member of the above group?			
7. Have you often been accused of being selfish or egotistical?			
8. Do you try to be a good student?			
9. Do you like to try new things?			
10. Do you like to read?			

EMPLOYERS EXPECT ACCEPTANCE OF CRITICISM

DIRECTIONS: Rate yourself on the ability to accept criticism. Read each situation and place a checkmark in the appropriate column.

SITUATION	SELF-EVALUATION		
	Yes	No	Sometimes
1. Are you inclined to argue with friends who criticize your way of doing things?			
2. Do you feel that you way is always the right way?			
3. Do you follow suggestions made by your friends?			
4. Do you willingly follow suggestions made by your teacher?			
5. Do you argue with your parents?			
6. Do you make excuses for your mistakes?			
7. Are you willing to correct mistakes?			
8. Do you become angry when you are told you have done something wrong?			
9. Are you pleasant if your idea is not used?			
10. Do you believe that the ability to accept criticism is an indication of emotional maturity?			

EMPLOYERS EXPECT GOOD ATTENDANCE

DIRECTIONS: Rate yourself on your present attendance record.

1. How many days have you been absent this semester? _____

2. Why were you absent? _____

3. If you earned $1.60 an hour and were absent for an 8-hour day, how much would you

   a. Lose in one day? _____
   b. Have lost for the semester so far? _____

4. If you were an employer, how would you feel about a worker who held your attendance record? _____

5. Do you feel that your attendance record could be improved? _____

SECTION TWO

USING RESOURCES WISELY

UNIT PURPOSE: To provide class activities which will encourage the student to practice the wise use of resources

PERFORMANCE OBJECTIVES: The student will be able to

I. Evaluate his/her individual resources and their implication for his/her future success.

II. Report on the resources available in his/her community and the service each resource offers.

III. Identify the relationship of values and goals.

IV. Make a plan for reaching one goal of his/her choice.

V. List eight study habits which would make his/her studying more effective.

VI. Participate in one new leisure time activity long enough to see a definite increase in satisfaction.

VII. Evaluate a two-day record of his/her activities including school, work and leisure.

VIII. Evaluate the plans he/she made for the wise use of time.

IX. Make realistic plans for acquiring personal income.

X. Evaluate a personal record-keeping system for reliability, accuracy and convenience.

XI. Analyze a personal spending plan for accuracy and efficiency.

XII. List four advantages and four disadvantages of using credit.

XIII. Describe when it would be advisable to use each of four types of credit.

XIV. Evaluate the strengths and/or weaknesses of four local sources of credit.

XV. Describe in writing how a credit rating is established and maintained.

XVI. Correctly compute five out of six problems involving credit costs and interest rates.

I. The student will be able to evaluate his/her individual resources and their implication for future success.

A. Suggested Content

1. Introducing management skills to junior high students should make them more aware of how they can use their resources to improve day by day living.

2. Management is the use of one's resources. It may be either good or poor. The quality of management depends upon the way resources are used.

3. The ability to manage well can be acquired and makes the difference between an orderly life and a hectic one.

4. A resource is anything you can call upon to help you reach a goal.

5. Some resources which are available to all but in varying degrees include the following:

a. Skill is a resource that can be developed.

b. Ability is variable and unique with each individual.

c. Time is an equal resource to all, but of value only when used to achieve something one wants.

d. Energy is a resource which good health habits assure the ability to use.

e. Income or money is a medium of exchange for goods and services.

f. Service is labor done for others.

g. Personal qualities such as courage, faith, fortitude are valuable resources.

h. Relationship is the help and support one receives from others.

i. Social institutions include such things as marriage, family, neighbors, and community.

j. Material resources include what you own and what you earn.

k. Environmental resources contribute to one's goal attainment.

1. Technical resources include tools.

6. The way we use our resources is influenced by the following:

   a. Goals

   b. Values

   c. Activities

   d. Wants

   e. Needs

   f. Experiences

   g. Problems

   h. Emotions

   i. Habits, etc.

B. Suggested Teaching-Learning Activities

1. Have students cite personal satisfactions gained by using good management.

2. Prepare a checklist for rating personal management practices. Ask students to complete checklist and evaluate their own management practices.

3. Divide students in small groups and ask each group to dramatize one person who is a poor manager. At the completion of the skits ask each group to summarize the key points of all the skits, other than their own. Ask someone from each group to present their summary of each skit. This should bring out much class discussion. Ideas for the skits may include:

   a. It is 8 p.m. and Ned Neverthrough has a book report due tomorrow. He has not finished reading the book, he needs to bathe, shampoo his hair, and press a shirt to wear tomorrow. Ned's mother insists he be in bed by 10 p.m.

   b. It is 7:30 a.m. and Peggy Putoff needs to be ready to catch the school bus in 10 minutes. Peggy can't find anything to wear. Her red skirt is at the cleaners; the zipper is broken on her blue dress; a button is missing from three of her blouses; her sweaters are all dirty; the seam is ripped in her green suit. The closet is full of clothes but they either don't fit, are not suitable for school, are soiled, or need mending.

c. Cathy Can'tfind is getting ready for school. We hear her say "Mother, have you seen my red scarf and gloves? I just know I left them in my room but I can't find them."

d. Nathan Nomoney's friends have asked him to go skating on Friday night. His reply is "I'd like to go skating but I don't have any money. Dad said I absolutely could not get another advance on my allowance either."

4. Ask each student to write his definition of a resource. Read these aloud in class and have the students choose the best.

5. Ask the class to list all the things they can think of which may be considered resources and are available to everyone, but in varying degrees. Combine the class lists, or use an overhead or chalkboard to write the resources as the class lists them. Discuss findings.

6. Assign references on how to wisely use personal resources and ask the students to determine some things which influence the way individuals use resources.

C. Suggested Evaluation

1. Ask each student to list his individual resources and explain how each one will affect his success as an adult.

D. Suggested Resources

1. Books

a. Personal Perspectives, Ch. 6

b. Today's Home Living, Chpts. 3 and 4

2. See pp. 261-263 for a complete reference list for the unit.

II. The student will be able to report on the resources available in his/her community and the service each resource offers.

A. Suggested Content

1. Community resources can be used to expand or supplement one's individual resources.

2. Community resources include the following:

a. Those which supplement income

(1) Schools
(2) Business organizations
(3) Churches
(4) Day care centers
(5) Public recreational facilities
(6) Home for aged
(7) Service clubs (Woman's Club, Rotary Club, etc.)

b. Those which offer protection

(1) Fire department
(2) Police department
(3) County health department
(4) Better Business Bureau
(5) Consumer organizations
(6) Local businesses (Insurance agencies, banks, etc.)
(7) County extension office
(8) Others

c. Those which give free services

(1) Library
(2) Museum
(3) Red Cross
(4) Blood donation program
(5) United Appeal
(6) Others

B. Suggested Teaching-Learning Activities

1. Ask the students to research the community to find the resources available which give protection, offer services and/or supplement one's income.

2. To compile the list of resources found by the students, use the circular response technique to list the available community resources which can help us achieve our goals. Prepare a transparency with columns for the types of resources available. As each student responds, add his response in the proper column. Summarize the services or satisfaction which may be derived from each type.

3. Help the students become familiar with the resources in the community by using one or more of the following techniques:

   a. Invite speakers to class.

   b. Go on field trips.

   c. Interview people in the community.

   d. Make a community survey.

C. Suggested Evaluation

1. Have each student list the resources available in the local community and describe the service each resource offers.

D. Suggested Resources

1. Books

   a. Personal Perspectives, Chs. 3 and 4

   b. Today's Home Living. Ch. 6

2. See pp. 261-263 for a complete reference list for the unit.

III. The student will be able to identify the relationship of values and goals.

A. Suggested Content

1. Values are the ideals or principles which are important to one.

2. Values are learned from or influenced by the following:

a. Parents

b. Peers

c. Friends

d. Church

e. School

f. Community

g. Customs

h. Experiences

i. Socio-economic level

j. Social status

3. There are three kinds of values:

a. Material values

(1) Things which are necessary for survival such as food, shelter, and clothing.
(2) Things which are useful such as tools, equipment, and furnishings.

b. Aesthetic values

(1) The values we express through the senses (sight, hearing, taste, and touch). Some examples are art, music, gourmet foods, and equisite fabrics.

c. Moral values

(1) Values which reflect our feelings about what is just, right, and good

4. Values may be consciously modified if one desires to change them.

5. Experience and contact with people are the major factors which motivate our change of values.

6. Values and goals determine how one chooses to use his resources.

7. Values serve as a guide for developing goals.

8. Goals are specific ambitions or objectives one wishes to attain.

9. Goals control your attitudes towards life, your actions, and your sense of values.

10. The extent to which one's goals are realistic is dependent upon one's accurate assessment of resources.

11. Conflicting goals may lead to problems in personal relationships.

B. Suggested Teaching-Learning Activities

1. Ask the students to read references to define values and goals, and to determine the relationship between the terms.

2. Class assignment: Ask each student to list ten personal values and turn in the list. The student in turn asks his parents to list ten personal values in their order of importance. Have the students compare the lists and decide if any conclusions can be drawn as to how we develop our values.

3. Display two boxes, one beautifully wrapped, the other wrapped in newspaper or brown paper and tied with string. The first box should be empty, stuffed with paper, or contain some worthless object. The second should contain an article the students would value or some money. Ask each student to decide which box he would choose if he were given his choice. Record replies. Ask each to write a sentence on why he made this choice. Open the boxes and display the contents. Ask the students to analyze the values which were involved in their choices.

or

Give each class member the same amount of play money. Conduct a class auction of articles class members might purchase. You may use pictures of the articles or have real articles on display. Ask each student to explain and analyze the factors which determined their purchases.

or

Put on display items students might cherish. Three items should be necessities and three should be pleasure items. Have the articles priced so that the student has only enough money to buy four items. Ask each student to decide which four items he would buy and why.

4. Have each student write a paragraph explaining a recent activity in which he participated or a recent decision made by him. Ask him to include his analysis of what values and what goals made him want to participate in this activity or make this decision.

or

Ask students to write one decision or choice made that day or week. Was the decision or choice a good one? If not, what would have been an alternative? Have each pupil share this experience with the class.

5. Ask the students to complete a forced answer test "Values and Goals," pp. 264-7, follow the directions for scoring the test pp. 268-9, and compare the results of this test with their previous list of personal values.

6. Divide students into groups and ask each group to write and dramatize a skit entitled "If I Had Three Wishes." Encourage the class as a whole to discuss how values and goals influenced the decisions dramatized in these skits.

7. Have a brainstorming session to encourage the students to share conflicts between values and goals which they have experienced. Examples may be:

   a. Loyalty to family versus loyalty to a friend.

   b. Loyalty versus honesty (Should I tell my friend about his annoying habit?)

   c. Saving versus spending (decision to save this week's allowance toward the purchase of a typewriter, which I need, or spend it on records.)

C. Suggested Evaluation

1. Prepare a paper for the students to complete in which they have to choose the goals that may go with certain values. Examples:

   a. If your value is freedom one of your goals is probably _____.

b. If your value is privacy one of your goals is probably _____.

c. If your value is beauty one of your goals is probably _____.

d. If your value is knowledge one of your goals is probably _____.

e. If your value is scholastic standing one of your goals is probably _____.

f. If your value is service to others one of your goals is probably _____.

D. Suggested Resources

1. Books

a. Homemaking for Teenagers, Book 2, Chs. 1 and 7

b. Personal Perspectives, Ch. 3

c. Teen Guide to Homemaking, Ch. 3

2. Student Materials

a. "Values and Goals," pp. 264-267

b. "Values and Goals--Directions for Scoring," pp. 268-9

3. See pp. 261-263 for a complete reference list for the unit.

IV. The student will be able to make a plan for reaching one goal of his/her choice.

A. Suggested Content

1. Short-term goals are goals one hopes to accomplish in the immediate future and may include the following:

a. Things one may hope to buy

b. What one hopes to achieve

c. Projects one may undertake

d. Others

2. Long-term goals are made up of objectives one hopes to realize in the future and may include the following:

a. Material possessions

b. Intangible achievements

c. Educational plans

d. A car

e. Marriage

f. A home

g. Travel

h. A career

B. Suggested Teaching-Learning Activities

1. Ask the students to work in small groups to decide the difference between short-term and long-term goals. Compare findings.

2. Compile a list of items and ask the students to decide which would be short-term and which would be long-term goals. Examples:

a. A new car

b. A colored T.V.

c. A college degree

d. A promotion on the job

e. A new dress or suit

f. Completion of apprenticeship training

g. An A in math

3. Collect pictures from magazines of students about the age of the ones in your class. Show these pictures to the students and ask them to identify the goals of the people in the picture by observing:

a. Their appearance (grooming and dress)

b. Their surroundings (possessions)

c. Their activity

C. Suggested Evaluation

1. Ask each student to develop a list of immediate and long term goals, using "Charting My Goals," p. 270.

2. Have each student choose one goal that seems most important to him and complete a plan for reaching it, using "Plan For My Selected Goal," p. 271.

D. Suggested Resources

1. Books

a. Management for Better Living, Ch. 1

b. Personal Perspectives, Chs. 3 and 4

c. Teen Guide to Homemaking, Ch. 5

2. Student Materials

a. "Charting My Goals," p. 270

b. "Plan For My Selected Goal," p. 271

3. See pp. 261-263 for a complete reference list for the unit.

V. The student will be able to list eight study habits which would make his/her studying more effective.

A. Suggested Content

1. Orderly study habits eliminate doing work over and allows one to complete tasks in a minimum of time.

2. Poor study habits result in decreased efficiency and eliminates the joy of success.

3. The following would help one decide how much time on needs to study daily.

a. Decide what the goals are for each course.

b. Set realistic goals, neither too high nor too low.

c. Decide approximately how much study time will be required to reach the goals in each subject.

d. Allow for change as circumstances may dictate.

B. Suggested Teaching-Learning Activities

1. Show a filmstrip which points out good study habits. Prepare a film guide for the students to answer.

2. Ask the students to complete the sheet "Analyzing My Study Habits," page 272. After the class has had a time to question the importance of some of the items and emphasize the importance of other items, ask each student to list ways he could improve his study habits.

3. Get the class's ideas on how much time students should study each day and how one would arrive at a specific figure.

4. Assign the class some material to be mastered, such as one of the reading assignments for the next topic. Have half of the class study the material in accordance with acceptable study habits (those implied in "Analyzing My Study Habits.") Have the other half of the class disregard study habits but read the material. Give a check quiz to see which group knows the material best. Discuss results. (Be sure the class knows they are not to be graded on this assignment.)

C. Suggested Evaluation

1. Ask each student to list eight study habits which would make his/her studying more effective.

D. Suggested Resources

1. Filmstrips

   a. "Studying For Success," Series

2. Student Materials

   a. "Analyzing My Study Habits" p. 272

3. See pp. 261-263 for a complete reference list for the unit.

VI. The student will be able to participate in one new leisure time activity long enough to see a definite increase in satisfaction.

A. Suggested Content

1. The freedom to choose what one will do with unassigned time is a privilege one should not abuse.

2. Leisure time should be planned so that there is a balance between group and individual activities. Some leisure should be free or unplanned.

3. Team sports are important because they help one

   a. Develop leadership.

   b. Develop sportsmanship.

   c. Develop team spirit.

   d. Accept responsibility.

   e. Desire to succeed.

4. Recreational programs help one

   a. Develop physically and mentally.

   b. Build self confidence.

   c. Feel more a part of the community.

   d. Learn to cooperate with others.

5. Organizations available for students to join include the following:

   a. Vocational clubs

   b. School clubs

   c. Honor organizations

   d. Community clubs

   e. Religious youth groups

   f. Others

6. Hobbies widen the world for individuals and make them more interesting persons.

7. Hobbies may help one in the following ways:

   a. Develop his personality

   b. Make his leisure more enjoyable

   c. Enlarge his contacts with interesting persons

   d. Uncover talents which could lead to careers

8. Below are some hobbies in which youth may enjoy participating:

   a. Model building

   b. Sewing

   c. Cooking

   d. Decorating

   e. Music

   f. Collecting

   g. Photography

   h. Drawing

   i. Painting

B. Suggested Teaching-Learning Activities

1. Show a filmstrip which emphasizes the wise use of leisure time.

2. Use resource persons to help interest the students in leisure time activities available in the community such as:

   a. Representatives of various clubs to give "sales talks" to class on the value of belonging to school clubs.

   b. Civic leader to tell how local service clubs aid community progress.

   c. Athletic "stars" to discuss their role as team members.

   d. Four-letter athletes to talk about the various sports in which they participate.

   e. A coach or P.E. teacher to explain the purpose of different types of sports.

f. A representative of the ministerial association to outline activities the churches plan for youth.

g. Local recreational official to present the facts about recreation of the community, how the students might help improve these facilities, and how the facilities could be made more available to all.

h. Hobby enthusiasts to display and tell about their hobbies.

3. Lead students in a discussion of how team sports and other recreational activities may improve the individual.

4. Lead students in a discussion of the type of organizations in which they may participate.

5. Organize a hobby fair or create a display of hobbies in which students participate.

C. Suggested Evaluation

1. Ask each student to participate in one new leisure time activity for a long enough period of time to see an increase in satisfaction and report the results.

D. Suggested Resources

1. Books

a. Your Home and You, Ch. 4

2. Filmstrips

a. "Leisure Time: Busy or Bored?", Series

3. Resource Persons:

a. Civic leaders

b. Club representatives

c. Coach or P.E. teacher

d. Hobby enthusiast

e. Minister

f. Recreational leader

g. Star athletes

4. See pp. 261-263 for a complete reference list for the unit.

VII. The student will be able to evaluate a two-day record of his/her activities including school, work and leisure.

A. Suggested Content

1. With days crowded with things to do and things that would be fun to do, poor managers of time find themselves:

   a. Unable to complete their assigned tasks.

   b. With limited time for recreation.

   c. Frustrated because they do not have the satisfaction of doing things well.

2. Time and energy

   a. Time may be used to save energy by resting or working leisurely.

   b. Time may be saved by using energy to rush, run, etc.

3. A person may choose to use his time wisely or to squander it.

4. Personal planning to save time requires the following steps:

   a. Look ahead.

   b. Allot a given amount of time to each activity.

   c. Limit unnecessary or unproductive activities.

   d. Simplify tasks.

   e. Establish routine.

   f. Be flexible enough to make adjustments to include the unexpected.

   g. Continue adapting the daily plan until it works for the individual.

B. Suggested Teaching-Learning Activities

1. Show transparencies or a film to the class which will introduce the idea of requiring the ability to manage one's time effectively. Discuss each transparency as it is shown.

2. Ask the students to cite examples of how time may be used to save energy and energy may be used to save time.

3. Have each student keep a daily record of all the things he does for two school days and to indicate the time he spent

on each activity. (Use "Time Record," page 273.)

d. Assign references and ask the students to find answers to questions such as the following:

(1) How can I save time?
(2) Is it important for me to save time?
(3) Why plan ahead on how to use time?
(4) How far ahead should we plan?
(5) How do we plan?
(6) How flexible should the plan be?
(7) What are the reasons for loss of time in our lives?

e. Ask a select group of students to read the case study on p. 75 of Personal Perspectives and perform the interview.

C. Suggested Evaluation

1. Ask each student to study the record of his/her activities he/she kept for two days and evaluate how wisely or foolishly the time was spent.

D. Suggested Resources

1. Books

a. Exploring Home and Family Living, Ch. 16

b. Personal Perspectives, Ch. 5

c. Todays Home Living, Ch. 6

d. Your Home and You, Ch. 4

2. Films

a. "A Time Like This"

3. Student Materials

a. "Time Record," p. 273

4. Transparency Master

a. "Personal Development Transparency Series," see p. 263

5. See pp. 261-263 for a complete reference list for the unit.

VIII. The student will be able to evaluate the plans he/she made for the wise use of time.

A. Suggested Content

1. Time is one commodity which can never be replaced. Once a moment has gone it will never return. Time is one of the most valuable resources.

2. The wise use of time can help one reach his goals more effectively.

3. When making a time schedule, one needs to try to apply the following measures of a good time schedule:

a. Simplicity

b. Completeness

c. Flexibility

d. Workability

B. Suggested Teaching-Learning Activities

1. Ask the students to carry out the following activities:

a. List the activities he must complete during the coming school week. (5 days)

b. Number these activities in their order of importance.

c. Place the activities on five "Time Cards," p. 274.

d. Use the first time card on Monday and carry over any incompleted tasks to Tuesday.

e. Use the second time card on Tuesday and carry over any incompleted tasks to Wednesday.

f. Use the remaining time cards during the school week.

2. Encourage the students to keep adjusting and rescheduling each day in an effort to complete all the activities he wished to achieve during the week.

C. Suggested Evaluation

1. At the end of a specified period ask the students to evaluate their time plans by answering the following questions:

a. Were they realistic?

b. Could they be followed?

c. What changes need to be made?

2. Give a true-false quiz which includes the following questions:

a. Time is expendable; if it is not used at present it is gone forever. (T)

b. How valuable one's time is depends upon the individual and how he uses it. (T)

c. It is useless to attempt to manage time so as to accomplish the things we wish to do. (F)

d. In order to manage time we must also manage energy. (T)

e. Becoming systematic in the performance of tasks helps one manage time more efficiently. (T)

f. Planning a time schedule in one's mind is just as good as writing it down. (F)

g. Time schedules are rigidly written plans which must be strictly followed in order to be effective. (F)

h. Becoming efficient in managing time helps one become better managers of energy and money. (T)

i. Orderly study or work habits eliminate doing work over and allows one to complete tasks in a minimum of time. (T)

j. Leisure time should be planned so that there is a balance between group and individual activities. (T)

D. Suggested Resources

1. Books

a. Exploring Home and Family Living. Ch. 16

b. Personal Perspectives, Ch. 5

c. Todays Home Living, Ch. 6

d. Your Home and You, Ch. 4

2. Student Materials

a. "Time Cards" p. 274

IX. The student will be able to make realistic plans for acquiring personal income.

A. Suggested Content

1. If one's future is to be satisfying, skills need to be developed which will enable him to earn money.

2. Personal sources of money for most teenage students include some of the following:

a. Earnings

(1) Full-time work
(2) Part-time work

b. Allowances from parents

c. Dole or hand-outs from parents, as needed

d. Gifts of money or items needed

e. Interest on savings

f. Dividends on investments

g. Bonuses

h. Welfare payments

i. Social Security payments

j. Annuity or insurance income

k. Rents from inherited properties

l. Income from trust funds

3. Allowances versus dole

a. The most common meaning of the word "allowance" is money given by parents to a child on a regular basis to cover all or some of his personal expenses.

b. An allowance gives young people the opportunity to manage money and introduces them to living within a given income.

c. Some students seem to prefer the "dole" or "hand-out" system because they usually get more money from their parents that way.

d. There are several disadvantages of the dole system:

(1) Money is not always available when needed.

(2) Continued asking is unpleasant and often causes arguments or misunderstandings.

(3) There may be a disagreement of parents and students as to what are needs and what are wants.

B. Suggested Teaching-Learning Activities

1. Ask students to complete a pretest on the use of money.

   a. "Using Money To Accomplish One's Goals," p. 278

   b. Questions 1, 4, 5, 6, 9, and 10 are true.

2. Ask the students to list all their personal sources of money.

3. Introduce the following topics to the class by assigning readings, leading discussions, assigning group work, assigning individual reports, debate, etc.

   a. Allowances

      (1) Desired purpose and merits of an allowance

      (2) Disadvantages of an allowance

      (3) Responsibilities of both the parents and the student with the allowance system

   b. Dole system

      (1) Definition of this system

      (2) Advantages and disadvantages of this system

4. Brainstorm for ideas of ways students may earn money.

5. Help the class plan a research project to identify the possibilities for employment of teenagers in the local community.

6. After some jobs have been identified, have the students determine the following facts about each of the job possibilities.

   a. What responsibilities would the job require?

   b. What skills would the student need?

   c. How many hours per week would the student work?

d. How much would the student earn?

7. Have class develop student employment check sheets. Include the following questions:

   a. Number of hours student works per week

   b. His approximate weekly earning

   c. Type of work

   d. Other information you or the students feel would be important to know

8. Ask each student to complete an employment check sheet, but ask him not to sign his name.

9. Help class plan some method of getting other students to complete the check sheets.

10. Assign a group of students to compile the finding and make a report to the class, which would include the following:

    a. Average number of hours the working students work per week

    b. Number of students earning no money

    c. Number of students who earn some money

    d. Average income of working students

    e. Variety of jobs in which students participate

11. Have select students debate "Graduating from High School Increases One's Future Earning Power."

C. Suggested Evaluation

1. Ask each student to make a personal plan for acquiring the income he needs at this time in his life.

D. Suggested Resources

1. Books

   a. Exploring Home and Family Living, Ch. 15

   b. Management for Better Living, Ch. 1

2. Student Materials

   a. "Using Money to Accomplish One's Goals," p. 276

3. See pp. 261-263 for a complete reference list for the unit.

X. The student will be able to evaluate a personal record-keeping system for reliability, accuracy and convenience.

A. Suggested Content

1. The real value of money is determined by its ability to purchase goods and services.

2. Good money management is important for successful and happy living and involves earning, spending, and saving.

3. Keeping a record of expenditures can make one more aware of where the money goes and can enable one to anticipate and estimate future expenditures.

4. A record of expenses should include the following items:

a. Fixed or necessary expenses

(1) Transportation
(2) Special lessons
(3) Contributions to church
(4) Lunches
(5) School expenses
(6) Payments on debts
(7) Others

b. Flexible expenses

(1) School supplies
(2) Snacks
(3) Books and magazines
(4) Clothing
(5) Contributions to charity
(6) Grooming items
(7) Hobby materials
(8) Recreation
(9) Club dues
(10) Gifts
(11) Others

c. Savings

(1) Emergencies
(2) For a specific purpose
(3) Other

5. If the method of recording expenditures is kept simple, the user is more likely to keep records up to date.

B. Suggested Teaching-Learning Activities

1. Play "Pass It On".

a. Choose one student to start the game.

b. Ask this student to "Tell about one unwise way he has seen someone spend money."

c. After answering the question, this student asks the same question of another student.

d. Continue game until all students have had an opportunity to answer.

2. Involve the students in an activity that will involve the following:

a. Discuss possible causes of the unwise spending listed by class.

b. Decide how a wise personal spending plan might have prevented the foolish spending.

c. Explain what may happen if an individual does not plan the use of his income.

d. Determine why it is important to keep financial records, kinds of records needed, and how long they should be kept.

e. Anticipate how gifts of money or gifts of wanted items would affect a spending plan.

3. Ask one of the following to serve as a resource person to inform the class of the importance of record keeping.

a. A bookkeeper

b. A bookkeeping teacher

c. A local banker

d. A representative of a business school

4. Brainstorm to get the students' ideas as to the categories a record of expenses should include and name the items they might need to list under each category. List their suggestions, using a chalkboard or overhead projector.

5. Ask each student to keep a record of his income and spending money for one week. He may use the "Record of Expenses," p. 275 or another plan which he feels is more suitable to his needs. Check the record each day in class to be sure he is keeping an accurate record.

6. At the end of the week ask the students to total the money spent for various items and to keep the records to aid in making a spending plan.

C. Suggested Evaluation

1. Ask each student to turn in a written evaluation of his record-keeping system which will include his evaluation of its reliability, accuracy and convenience.

D. Suggested Resources

1. Books

   a. Exploring Home and Family Living, Ch. 15

   b. Homemaking for Teenagers, Ch. 7

   c. Management for Better Living, Ch. 1

   d. Thresholds To Adult Living, Ch. 17

   e. Todays Home Living, Ch. 5

   f. Your Home and You, Ch. 26

2. Student Materials

   a. "Record of Expenses," p. 275

3. See pp. 261-263 for a complete reference list for the unit.

XI. The student will be able to analyze a personal spending plan for accuracy and efficiency.

A. Suggested Content

1. The development of a personal spending plan has certain advantages to you whether you are a student with a part-time job or the head of a family. The following are examples of some of the advantages of a spending plan:

   a. It may encourage you to choose some personal goals.

   b. It may help you live within your income.

   c. It may help you eliminate wasteful or foolish spending habits.

   d. It may help you achieve long range goals.

   e. It may help you develop money management competency.

2. Spending plans may be either simple or complex. The following are basic steps in developing a spending plan:

   a. Determine your income.

   b. Determine your fixed expenses and savings.

   c. Estimate your flexible expenses.

   d. Total items 2 and 3.

   e. Deduct the total from your income.

   f. Check to see if your budget balances.

   g. Make necessary changes in flexible expenses to cause the figures to balance.

   h. Keep accurate record of expenses.

   i. Make necessary changes in estimated expenses.

   j. Continue altering and adjusting until you have a workable budget.

3. A spending plan or budget is a flexible plan whereby you estimate what your income will be during a certain period and then decide how you will use your income.

4. A usable personal spending and saving plan will enable one to wisely use money for the goods and services one most desires and needs.

B. Suggested Teaching-Learning Activities

1. Have class brainstorm and list their reasons why a financial spending plan would be helpful.

2. Show a filmstrip on budgeting and ask the class to summarize by listing the steps in making a spending plan.

or

Assign references which will help the student comprehend the steps necessary to take in making a spending plan.

3. Have students make trial spending plans and keep them for one week. Help them to remember that some expenses are flexible. Assure them that they will need to change estimates from time to time. The students may use "Spending Plan," p. 277 or may devise their own plan.

4. Have each student analyze his trial plan, then make a spending plan for whatever length of time you feel would be adequate.

C. Suggested Evaluation

1. After the student has kept his final spending plan for a period specified by you, ask him to analyze his plan to determine if he is spending money more wisely.

2. Have the student complete "Using Money To Accomplish One's Goals," p. 276, and compare the answers with those he gave on the pretest.

D. Suggested Resources

1. Books

a. Earning, Spending and Saving, Book IV

b. Homemaking for Teenagers, Book 2, Ch. 7

c. Management for Better Living, Unit III, Ch. 1

d. Teen Horizons, Ch. 23

e. Thresholds To Adult Living, Ch. 17

f. Today's Home Living, Ch. 5

g. Your Family and It's Money, Ch. 6

h. Your Home and You, Ch. 26

i. Your Life in the Family, Ch. 17

2. Booklets and Pamphlets

   a. "A Date With Your Future"

   b. "Making the Most of Your Money "

   c. "Managing Your Money: A Family Plan"

   d. "A Miss and Her Money"

   e. "Money Management - Children's Spending"

   f. "Money Management for Young Moderns "

   g. "Money Management - Your Budget " Household Finance

   h. "Stay in High School! Here's Why"

3. Filmstrips

   a. "A New Look at Budgeting"

4. Student Material

   a. "Spending Plan," p. 277

   b. "Using Money To Accomplish One's Goals," p. 276

5. See pp. 261-263 for a complete reference list for the unit.

XII. The student will be able to list four advantages and four disadvantages of using credit.

A. Suggested Content

1. Credit may be used for the following reasons:

a. To increase buying power

b. In an emergency

c. To finance immediate pleasure with future income

d. To increase earning power

e. For convenience

2. It may be advisable to use credit for the following reasons:

a. Purchase a home

b. Purchase a car

c. Purchase necessary home equipment

d. Take care of emergencies such as illness, death, damage to home or property, or temporary loss of income

e. To consolidate debt

3. It is unadvisable to use credit for the following reasons:

a. For unnecessary equipment or luxuries

b. When one is unable to meet the payments

4. The following are advantages of using credit:

a. Needed items may be purchased when one doesn't have the money to pay for them.

b. Enables one to purchase item for which he is unable to save.

c. Allows one to use item while paying for it.

d. May be able to save money. Example--use of credit to buy a washer rather than use coin-operated machines.

e. May get better service when repairs are needed if you still owe money on it.

f. Establishes a credit rating which would help one get credit in an emergency.

5. The following are disadvantages of using credit:

   a. Costs more than paying cash. True interest rate can range from 8% to 42%.

   b. May tempt one to buy things that aren't needed.

   c. May encourage one to obligate self for unrealistic payments.

   d. If unable to pay may have to return merchandise and lose amount already paid.

   e. When using credit, one is not as likely to shop around for the best buy.

   f. Agreements and contracts are difficult to understand. May become a victim of a con artist and agree to something you don't want because you don't understand the contract.

B. Suggested Teaching-Learning Activities

1. Survey the class to determine how many students have used some form of credit. Find out how they used it and any problems they faced.

2. Get the students ideas as to why credit is used and when it is advisable or inadvisable to use credit.

3. Ask students to work in groups and list their ideas of advantages and disadvantages of using credit.

or

Have a panel debate by dividing the class equally for a debate on the pros and cons of consumer credit. Give the groups reference materials and allow them time to plan their arguments.

C. Suggested Evaluation

1. Ask the students to write four advantages and four disadvantages of using credit.

D. Suggested Resources

1. See page 258 for a complete resource list on credit.

2. See pp. 261-263 for a complete reference list for the unit.

XIII. The student will be able to describe when it would be advisable to use each of four types of credit.

A. Suggested Content

1. Types of credit available include the following:

   a. Installment buying

   b. Personal loans

   c. Charge accounts

   d. Revolving accounts

   e. Time charge

   f. Bank borrowing

   g. Credit unions

   h. Mortages

   i. Federal loans (FHA, SBA, etc.)

   j. Credit cards

2. The contract is the paper you sign. Do not sign until you read it and understand what it says. Keep it in a safe place.

3. The following items need to be included in credit contracts:

   a. Price of purchase

   b. Trade-in allowance

   c. Interest or carrying charges in dollars

   d. Insurance cost

   e. Service charges and any other costs

   f. Total amount you pay

   g. Down payment

   h. Total money you owe after the down payment and trade in allowance

   i. Amount of each payment--Is the last payment different?

   j. Number of payments

k. When payments are due

l. What happens if you pay late or miss a payment

m. Anything you or the salesman promise to do

B. Suggested Teaching-Learning Activities

1. Investigate and lecture on the types of credit.

or

Assign student reports on the types of credit.

or

Prepare a fact sheet showing the various types of retail credit and how each may be used.

or

Exhibit examples of consumer credit and assign references which will point out some of the pitfalls to avoid when using the types of credit exhibited. Below are some things you might exhibit:

a. Charge plates

b. Credit cards

c. Promisory notes

d. Installment contracts

e. Advertisements of consumer lending agencies

f. Brochures on the "budget" plan of a store

g. Phone bill

h. Application forms for opening a charge

2. Offer to loan any student $1,000, play money, providing he signs a credit contract. Write these contracts to resemble an actual contract but add such conditions as all blue eyed borrowers must pay double the amount borrowed, all brown eyed borrowers' interest rate will be doubled in 6 weeks, anyone wearing red must pay loan 2 days after loan is made. Have students read contracts to see what they signed. Emphasize the importance of reading and understanding what one signs. Point out that while these student contracts have pitfalls, so do many actually used.

3. Ask a resource person to show the class a credit contract and to interpret each clause in layman's language. Suggestions:

   a. Someone from a bank credit department

   b. A loan company representative

   c. A car salesman

   d. A retail salesman

   e. A realtor

   f. An attorney

4. Give students copies of standard contracts and ask them to identify various clauses. Have them look for other pitfalls to be avoided. Examples:

   a. Blank spaces

   b. Failure to record items purchases

   c. Required insurance

   d. Default on payment

   e. Title

   f. Repossession clauses

   g. Prepayment penalties

   h. Provision for unemployment

5. Prepare student sheets which represent sample montly statements. Show the students how to interpret these statements, the balance due, credit given, etc.

C. Suggested Evaluation

1. Ask each student to name four types of credit and tell when it would be advisable to use each type.

D. Suggested Resources

1. See page 258 for a complete resource list on credit.

2. See pp. 261-263 for a complete reference list for this unit.

XIV. The student will be able to evaluate the strengths and weaknesses of four local sources of credit.

A. Suggested Content

1. Credit sources may be placed in categories such as the following:

a. Relatives and/or individuals

b. Insurance companies

c. Credit unions

d. Retail credit card companies

e. Personal loan companies

f. Retail stores

g. Pawnbrokers

h. Loan sharks or illegal lenders

i. Banks

2. The following are some estimates of annual credit charges from various categories of credit:

a. Credit unions - 12%

b. Personal loan companies - 18-42% (1 1/2 - 3 1/2% per month)

c. Stores, installment plan - 15-20%

d. Stores, charge accounts - 12-18% (1 - 1 1/2% per month)

e. Pawnbrokers - 24-120%

B. Suggested Teaching-Learning Activities

1. Divide the class into teams. Have each team member draw a letter out of a bowl and give a credit source beginning with that letter within 30 seconds. If unable to do so, the letter passes to next team and allows that team to make 2 points. List all answers and groups into categories.

or

Ask students to list all of the places credit is available in the local community and group into categories

2. Make assignments for individual students to find the approximate or average cost of credit from the categories of sources listed. Rank categories in order of credit costs.

or

Divide the class into groups. Make each group responsible for getting material and presenting it to the class concerning the credit sources in the community. Have groups report on the individual credit sources they researched and the services these sources offer.

3. Invite a resource person to talk to the class on credit, or to serve on a panel. Be sure these people will be willing to give both sides of the credit issue. Suggested resource persons are the following:

   a. A local banker

   b. A representative of a credit bureau

   c. A lawyer

   d. A credit manager from a local department store

   e. A representative of a credit card company

   f. A representative of a collection agency

   g. A loan company representative

   h. Others

or

Plan field trips to the establishments of some of the suggested resource persons. Tour their credit departments and ask a representative of their firm to talk to the students about the cost and availability of their credit.

C. Suggested Evaluation

1. Ask each student to describe four local sources of credit and make evaluative statements of the strengths and/or weaknesses of each source.

D. Suggested Resources

1. See page 258 for a complete resource list on credit.

2. See pp. 261-263 for a complete reference list for the unit.

XV. The student will describe in writing how a credit rating is established and maintained.

A. Suggested Content

1. If you have a good credit rating you may be able to get a lower interest rate.

2. If you are a bad credit risk you may have to go where they charge more or you may be unable to get credit.

3. Credit is established, not given, and its obligations should be met regularly and promptly to maintain a good credit rating.

B. Suggested Teaching-Learning Activities

1. Brainstorm for the students' ideas on why it is important to establish and maintain a good credit rating.

2. Invite a credit bureau officer to discuss with the class the importance of establishing an acceptable credit rating. Be sure that he answers such questions as the following:

a. What is a credit rating?

b. How is a credit rating established?

c. Why is it important to establish a credit rating?

d. What is the value of a good credit rating?

e. Where is one's credit rating recorded?

f. Who has access to the recorded information?

g. How permanent is this record?

h. Is the record a local one or a nationwide one?

i. What are the alternatives for a creditor if a customer defaults on a credit contract?

C. Suggested Evaluation

1. Have students describe in writing how a credit rating is established and maintained.

D. Suggested Resources

1. See page 258 for a complete resource list on credit.

2. See pp. 261-263 for a complete reference list for the unit.

XVI. The student will be able to correctly compute five out of six problems involving credit costs and interest rates.

A. Suggested Content

1. The cost of credit depends on the following:

   a. From whom you borrow

   b. Amount you borrow

   c. Length of time for which you borrow

   d. Your ability to repay

   e. Risk the creditor takes

   f. What collateral or security you can afford

   g. Your reputation for paying bills

2. The cost of credit is related to the rate of interest, length of time to repay and charges for added services.

B. Suggested Teaching-Learning Activities

1. Have students compare cash prices with prices of things bought through a charge account or time payment plan in local stores. Do the same with prices listed in catalogs of several mail order companies.

2. Demonstrate simple ways to figure credit costs. Give the students some simple problems in credit costs to compute using the following formula:

   a._____ monthly payments at _____ each=_____

   add down payment.....=_____

   total on time price.....=_____

   subtract cost price.....=_____

   cost of credit.....=_____

3. Have students work 10 simple interest problems using the formula: Interest=Principle X Rate X Time.

C. Suggested Evaluation

1. Devise six problems which will require the students to figure credit costs and interest rates. Require the students to complete five problems correctly.

D. Suggested Resources

1. Books

   a. Teen Horizons, Ch. 23

   b. Today's Home Living, Ch. 5

   c. Your Family and It's Money, Ch. 7

2. Booklets and Pamphlets

   a. "Low-Income Teaching Kit on Credit"

   b. "When You Use Credit For The Family"

3. Filmstrips

   a. "Be Credit Wise"

   b. "Consumer In Action"

4. See pp. 261-263 for a complete reference list for the unit.

SUPPORTIVE MATERIALS

FOR

SECTION V

UNIT TWO

USING RESOURCES WISELY

REFERENCE LIST FOR UNIT

Books

1. Earning, Spending and Saving by John D. Wool, Book IV of "Using Money Series," Franke E. Richard Co., 1968.

2. Exploring Home and Family Living by Henrietta Fleck, Louise Fernandez and Elizabeth Munves, Prentice-Hall.

3. Homemaking for Teenagers by Irene E. McDermott, Jeanne L. Norris and Florence W. Nicholas, Book 2, Charles A. Bennett Co., Third edition, 1972.

4. Management for Better Living by Mary C. Starr, D.C. Heath Co., 1968.

5. Personal Perspectives by Beatrice Paolucci, Theodora Faiola and Patricia Thompson, McGraw-Hill Book Co., 1973.

6. Teen Guide to Homemaking by Marion S. Barclay, Frances Champion, Jeanne H. Brinkley, and Kathleen W. Funderburk, McGraw-Hill Book Co., 1972.

7. Teen Horizons by Dora S. Lewis, Anna K. Banks, and Marie Banks, The Macmillan Co.

8. Thresholds To Adult Living by Hazel T. Craig, Charles A. Bennett Co., 1969.

9. Today's Home Living by Hazel Hatcher and Mildred E. Andrews, D. C. Heath Co.

10. Your Family and It's Money by Helen M. Thal, Houghton Mifflin Co.

11. Your Home and You by Carlotta C. Greer, and Ellen P. Gibbs, Allyn and Bacon.

12. Your Life In The Family by Kathleen Rhodes and Merna A. Samples, J.B. Lippincott Co.

Booklets and Pamphlets

1. "A Date With Your Future," Institute of Life Insurance.

2. "Low-Income Teaching Kit on Credit," Superintendent of Documents, (May be able to secure from local extension office)

a. "Using Credit Wisely" PA-862

b. "Helping Families Use Credit Wisely" PA-863

c. "What is Credit?" PA-864

d. "Should You Use Credit?" PA-865

e. "Where To Get Credit" PA-866

f. "How to Figure the Dollar Cost of Credit" PA-867

g. "Your Credit Contract" PA-868

h. Do's and Don'ts of Credit" PA-869

3. "Making the Most of Your Money," Education Division, Institute of Life Insurance.

4. "Managing Your Money: A Family Plan," Superintendent of Documents.

5. "A Miss and Her Money," Women's Division, Institute of Life Insurance.

6. "Money Management - Children's Spending," Money Management Institute of Household Finance Corp.

7. "Money Management for Young Moderns," Money Management Institute of Household Finance Corp.

8. "Money Management - Your Budget," Money Management Institute of Household Finance Corp.

9. "Stay in High School! Here's Why." American School

10. "When You Use Credit For The Family" H.E. 5-139, University of Kentucky Cooperative Extension Service (May be able to secure from county Extension Office)

Film

1. "A Time Like This," Modern Talking Picture Service. (16mm, 28 minutes)

Filmstrips

1. "Be Credit Wise," Money Management Institute of Household Finance Corp. (Sound with record, $2.50).

2. "Consumer in Action," Institute of Life Insurance.

3. "Leisure Time: Busy or Bored?" Series, Eyegate House.

a. "Free Time Is Not So Free," (X216c)

b. "Have You Tried _____?" (X216e)

c. "Killing Time and Yourself," (X216b)

d. "Leisure on a Shoestring," (X216d)

e. "Time To Be Yourself," (X216f)

f. "Work for What?" (X216a)

4. "A New Look at Budgeting," Money Management Institute of Household Finance Corp. (1.75)

5. "Studying For Success," Series, Eyegate House

a. "Budgeting Your Time," (7-1D)

b. "Developing Good Classroom Attitudes," (7-1B)

c. "How Do You Rate?" (7-1A)

d. "Studying at Home," (7-1F)

e. "Taking Better Notes," (7-1C)

Transparency

1. "Personal Development Transparency Series," South-Western Publishing Co.

a. "Time-Ability," (K413).

*Address of publishers and distributors can be found in the appendix.

VALUES AND GOALS

Forced Choice Test

Directions: Circle the number preceding one of the two choices in each category. You must choose the one number of each pair which indicates which you prefer.

1--to be reasonably sure about the future for myself and my family.
12--to do things well.

3--to have people think well of me.
5--to have as much freedom as possible to do things I want to do.

11--to have as many good things as possible.
12--to do things well.

6--to do new and different things often.
11--to have as many good things as possible.

7--to have friends.
10--to have things neat, orderly, and organized.

6--to do new and different things often.
8--to create an atmosphere that makes for satisfying family living.

3--to have people think well of me.
9--to do what is right according to my beliefs.

8--to create an atmosphere that makes for satisfying family living.
10--to have things neat, orderly, and organized.

4--to do things for my family and others.
11--to have as many good things as possible.

10--to have things neat, orderly, and organized.
12--to do things well.

2--to have influence with people.
11--to have as many good things as possible.

4--to do things for my family and others.
10--to have things neat, orderly, and organized.

2--to have influence with people.
12--to do things well.

Taken from Teaching Topics
Institute of Life Insurance
and Health Insurance Institute
Vol. 19, No. 2, Spring, 1970
pp. 7-8, 11

4--to do things for my family and others.
7--to have friends.

5--to have as much freedom as possible to do things I want to do.
8--to create an atmosphere that makes for satisfying family living.

2--to have influence with people.
3--to have people think well of me.

7--to have friends.
8--to create an atmosphere that makes for satisfying family living.

5--to have as much freedom as possible to do things I want to do.
12--to do things well.

3--to have people think well of me.
11--to have as many good things as possible.

6--to do new and different things often.
12--to do things well.

9--to do what is right according to my beliefs.
12--to do things well.

1--to be reasonably sure about the future for myself and my family.
10--to have things neat, orderly, and organized.

3--to have people think well of me.
8--to create an atmosphere that makes for satisfying family living.

5--to have as much freedom as possible to do things I want to do.
6--to do new and different things often.

6--to do new and different things often.
10--to have things neat, orderly, and organized.

1--to be reasonably sure about the future for myself and my family.
5--to have as much freedom as possible to do things I want to do.

3--to have people think well of me.
6--to do new and different things often.

5--to have as much freedom as possible to do things I want to do.
7--to have friends.

10--to have things neat, orderly, and organized.
11--to have as many good things as possible.

2--to have influence with people.
4--to do things for my family and others.

8--to create an atmosphere that makes for satisfying family living.
9--to do what is right according to my beliefs.

8--to create an atmosphere that makes for satisfying family living.
12--to do things well.

4--to do things for my family and others.
5--to have as much freedom as possible to do things I want to do.

9--to do what is right according to my beliefs.
11--to have as many good things as possible.

1--to be reasonably sure about the future for myself and my family.
2--to have influence with people.

9--to do what is right according to my beliefs.
10--to have things neat, orderly, and organized.

6--to do new and different things often.
7--to have friends.

4--to do things for my family and others.
6--to do new and different things often.

2--to have influence with people.
5--to have as much freedom as possible to do things I want to do.

4--to do things for my family and others.
8--to create an atmosphere that makes for satisfying family living.

2--to have influence with people.
9--to do what is right according to my beliefs.

1--to be reasonably sure about the future for myself and my family.
8--to create an atmosphere that makes for satisfying family living.

5--to have as much freedom as possible to do things I want to do.
10--to have things neat, orderly, and organized.

7--to have friends.
9--to do what is right according to my beliefs.

1--to be reasonably sure about the future for myself and my family.
11--to have as many good things as possible.

3--to have people think well of me.
10--to have things neat, orderly, and organized.

2--to have influence with people.
8--to create an atmosphere that makes for satisfying family living.

3--to have people think well of me.
4--to do things for my family and others.

2--to have influence with people.
6--to do new and different things often.

2--to have influence with people.
10--to have things neat, orderly, and organized.

6--to do new and different things often.
9--to do what is right according to my beliefs.

1--to be reasonably sure about the future for myself and my family.
6--to do new and different things often.

3--to have people think well of me.
7--to have friends.

7--to have friends.
11--to have as many good things as possible.

2--to have influence with people.
7--to have friends.

4--to do things for my family and others.
9--to do what is right according to my beliefs.

5--to have as much freedom as possible to do things I want to do.
11--to have as many good things as possible.

1--to be reasonably sure about the future for myself and my family.
4--to do things for my family and others

8--to create an atmosphere that makes for satisfying family living.
11--to have as many good things as possible.

1--to be reasonably sure about the future for myself and my family.
7--to have friends.

3--to have people think well of me.
12--to do things well.

1--to be reasonably sure about the future for myself and my family.
3--to have people think well of me.

5--to have as much freedom as possible to do things I want to do.
9--to do what is right according to my beliefs.

1--to be reasonably sure about the future for myself and my family.
3--to have people think well of me.

4--to do things for my family and others.
12--to do things well.

1--to be reasonably sure about the future for myself and my family.
9--to do what is right according to my beliefs.

7--to have friends.
12--to do things well.

VALUES AND GOALS

Directions for Scoring

1. Count the number of times you circled #1 on the Values Test and insert the number counted in the blank to the left of statement #1 below. Do this for each of the items through #12.

2. Rank the items in the column to the right by assigning number one to the item that you circled the most times, number 2 to the item circled the second highest number of times, etc. In case of a tie give the items all the same rank, but allow a full number count for each item. For example, if there is a tie on number 3, assign two number threes, which take up the 3 and 4 spots making 5 the next rank.

3. When you have completed ranking, you may look at the key to the left of the ranking and determine the highest to lowest values. Example: If #10 is ranked 1, that means your highest value is "Orderliness."

   Be sure to check with the teacher if you have any questions on scoring or ranking.

No. of times circled	Key			Rank
_____	Security	1.	To be reasonably sure about the future for myself and my family.	____
_____	Influence	2.	To have influence with people.	____
_____	Recognition	3.	To have people think well of me.	____
_____	Helpfulness	4.	To do things for my family and others.	____
_____	Freedom	5.	To have as much freedom as possible to do the things I want to do.	____
_____	New Experiences	6.	To do new and different things often.	____
_____	Friend-liness	7.	To have friends.	____
_____	Family life	8.	To arrange for a family atmosphere that makes for satisfying family living	____

No. of times circled	Key			Rank
_____	Religion	9.	To do what is right according to my beliefs.	____
_____	Order-liness	10.	To have things, neat, orderly, and organized.	____
_____	Wealth	11.	To have as many good things as possible.	____
_____	Workman-ship	12.	To do things well.	____

CHARTING MY GOALS

	Educational Goals	Vocational Goals	Interests and Hobby Goals	Other Goals (spiritual social, family, etc.)
Immediate Goals Today This Week This Month				
Intermediate Goals This semester This year				
Long Range Goals Next year Two years Five years Ten years				

Adapted from:
Occupational Work Experience
Division of Curriculum
Louisville Public Schools
Louisville, Kentucky

PLAN FOR SELECTING MY GOAL

1. One goal I want very much to accomplish is _____

_____

2. My plan for progressing toward this goal _____

_____

_____

_____

3. My deadline for turning this plan into reality is _____

4. My abilities and skills that will enable me to reach my goal are

_____

_____

5. My knowledge of the following subject will help me reach this goal

_____

6. Areas in which I need additional help, skills, and knowledge are

_____

7. To gain knowledge and information and to master the skills I need, I must _____

_____

8. The first step I will take (this week) is _____

_____

_____

9. My next three main steps will be

a. _____

b. _____

c. _____

ANALYZING MY STUDY HABITS

STUDY HABITS	YES	SOME-TIMES	NO
Do I know the assignment exactly?			
Do I keep a record of assignments?			
Do I have definite hours set aside for study?			
Do I have a definite place at home set aside for study?			
Do I reread difficult material?			
Do I have trouble getting started?			
Do I maintain good posture while I study?			
Do I make notes of the important points in the assigned material as I study?			
Do I review my last lesson or task before going on to the new?			
Do I complete all assignments, and on time?			
Do I collect the necessary materials before I begin to study?			
Do I look up all new words?			
Do I, except for short breaks, keep at it until the assignment is complete?			
Do I check over major topical headings before reading the material that follows?			
Do I keep my study area uncluttered, well-lighted, quiet, and comfortable?			
Do I wear comfortable clothing while I study?			
Do I recall main points as I study?			
Do I have confidence in my ability to master the subject matter?			

How may I improve my study habits?_____

_____

TIME RECORD

	Sleep	School	On Way To School	Study at Home	Work at Home	Grooming (Bathing, Dressing, etc.)	Eating (Meals and Snacks)	Recreation, Hobbies TV, Sports, Clubs, Etc.	Miscellaneous	TOTAL HOURS
DAY DATE										
DAY DATE										

TIME CARDS

TIME CARD

Day _____ Date _____

Item	Done
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

TIME CARD

Day _____ Date _____

Item	Done
1	
2	
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4	
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6	
7	
8	
9	
10	

TIME CARD

Day _____ Date _____

Item	Done
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TIME CARD

Day _____ Date _____

Item	Done
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TIME CARD

Day _____ Date _____

Item	Done
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TIME CARD

Day _____ Date _____

Item	Done
1	
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9	
10	

RECORD OF EXPENSES

Expenses	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Fixed Expenses							
School Expenses							
Transportation							
School Lunches							
Contributions to Church							
Special Lessons							
Payments on Debts							
Others							
Savings							
Emergencies							
For a Special Purpose							
Other							
Flexible Expenses							
School Supplies							
Movies							
Snacks							
Books and Magazines							
Grooming Aids							
Clothes							
Club Dues							
Recreation							
Hobbies							
Gifts and other Contributions							
Others							
TOTALS							

USING MONEY TO ACCOMPLISH ONE'S GOALS

Put an X after the statements you think are true.	PRETEST	POSTTEST
1. Planning the way money is to be spent will help a family secure the things that are important to them.		
2. People are born with the ability to make an income cover the cost of things that are important to them.		
3. It is impossible to live within one's income.		
4. A budget is a flexible plan whereby you estimate what your income will be during a certain period of time, and then decide how you will use the income.		
5. One's gross income is the amount of money he earns before any deductions are made.		
6. The real value of money is determined by its ability to purchase goods and services.		
7. An allowance is the money one saves fron one's earnings.		
8. Net income is the total amount one earns.		
9. A record of expenses should include savings, fixed expenses, and flexible expenses.		
10. Before making a spending plan one should keep an accurate record of expenses for a period of time		

SPENDING PLAN

Budget Period	Week of _____		Week of _____		Week of _____		Week of _____	
Income	Estimated $	Actual $	Estimated $	Actual $	Estimated $	Actual $	Estimated $	Actual $
	Estimated Expenses	Actual Expenses	Estimated Expenses	Actual Expenses	Estimated Expenses	Actual Expenses	Estimated Expenses	Actual Expenses
Savings								
Fixed Expenses								
Flexible Expenses								
TOTALS								
	Income $ _____		Income $ _____		Income $ _____		Income $ _____	
	Expenses $_____		Expenses $_____		Expenses $_____		Expenses $_____	
	Balance $ _____		Balance $ _____		Balance $ _____		Balance $ _____	

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ADDRESSES

of

PUBLISHERS and DISTRIBUTORS

ADDRESSES OF PUBLISHERS AND DISTRIBUTORS

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866 Third Avenue
New York, N.Y. 10022

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Boston, MA 02210
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695 Miami Circle
Atlanta, Georgia 30324

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Drexel Avenue at 58th Street
Chicago, IL 60637

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Educators Progress Service
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Household Finance Corporation
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